



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Educ  
758.90  
380

# SPELLING AND LANGUAGE BOOK

METCALF'S  
LANGUAGE  
SERIES



ROBERT C. METCALF



NEW YORK · CINCINNATI · CHICAGO  
AMERICAN BOOK COMPANY

Educ T 758.90:580



**Harvard College Library**

**THE GIFT OF  
GINN AND COMPANY  
DECEMBER 26 1923**



3 2044 097 053 482

.20



METCALF'S LANGUAGE SERIES

SPELLING  
AND  
LANGUAGE BOOK

BY

ROBERT C. METCALF

SUPERVISOR IN THE BOSTON PUBLIC SCHOOLS

---

NEW YORK ··· CINCINNATI ··· CHICAGO  
AMERICAN BOOK COMPANY

EdueT 758.90.580

**HARVARD COLLEGE LIBRARY**  
**GIFT OF**  
**GINN AND COMPANY**  
**DEC. 26, 1923**

**COPYRIGHT,**  
**1887,**  
**By IVISON, BLAKEMAN, AND COMPANY.**  
**W. P. 12**

## PREFACE.

---

THE author of this book does not *claim* to have compiled a complete Speller. He *claims* some credit for the plan by which *spelling* takes its proper place in a general scheme of language-work. Words are *learned*, only when they can be correctly *used*. The author has tried to keep this fact in mind while compiling the book.

Pupils should be taught to spell two classes of words: first, such words as they use daily; and, second, such other words as they are likely to see in the books they read, or to hear in the conversation of their elders.

Those who use this book will miss many difficult words usually found in the spelling-books. Such words have been purposely omitted. On the other hand, by examining the requirements in the language-work of the book, it will readily be seen that the words commonly used by the pupils must occur again and again. The plan of the book is really this, namely, *Every-day words in every-day English*.

The dictation exercises have been made or selected with great care, and it is believed that they will prove interesting and instructive.

THE AUTHOR.

Boston, August, 1887.



# KEY

## TO DIACRITICAL MARKS IN WEBSTER'S DICTIONARY.

### VOWELS.

1. *ā* as in *āle*.
2. *ă* " " *ădd*.
3. *â* " " *âir*.
4. *ä* " " *ärm*.
5. *à* " " *àsk*.
6. *ạ* " " *ạll*.
7. *ạ* " " *whạt*.

1. *ō* as in *ōld*.
2. *ö* " " *ödd*.
3. *ò* " " *òther*.
4. *ọ* " " *đọ*.
5. *ọ* " " *wọlf*.
6. *ô* " " *ôrder*.
7. *ōō* " " *fōōd*.
- öö* " " *fööť*.

1. *ē* as in *ēve*.
2. *ě* " " *ěnd*.
3. *ê* " " *êre*.
4. *ẹ* " " *ẹight*.
5. *ẽ* " " *ẽrmine*.

1. *ū* as in *ūse*.
2. *ŭ* " " *ŭs*.
3. *ų* " " *ųide (ōō)*.
4. *ұ* " " *pұll*.
5. *û* " " *ûrge*.

1. *ī* as in *īce*.
2. *ĭ* " " *ĭll*.
3. *î* " " *pîque*.
4. *ĩ* " " *ĩrksome*.

### Proper Diphthongs.

#### UNMARKED.

- oi* or *oy* as in *oil*, *toy*.  
*ou* " *ow* " " *out*, vowel.

## CONSONANTS.

ç ( <i>soft</i> ) as in mercy.	th <sup>1</sup> ( <i>sharp</i> ) as in thing.
e ( <i>hard</i> ) " " eall.	th ( <i>flat</i> ) " " thine.
ch <sup>1</sup> " " child.	ng <sup>1</sup> " " sing.
çh ( <i>soft</i> ) " " çhaise.	n " " sink.
eh ( <i>hard</i> ) as in ehorus.	x ( <i>like gz</i> ) " " exist.
ġ ( <i>hard</i> ) " " ġet.	x <sup>1</sup> ( <i>like ks</i> ) " " six.
ġ ( <i>soft</i> ) " " ġem.	ph <sup>1</sup> ( <i>like f</i> ) " " phantom.
s <sup>1</sup> ( <i>sharp</i> ) " " same.	qu <sup>1</sup> ( <i>like kw</i> ) as in queen.
ş ( <i>flat</i> ) " " haş.	wh <sup>1</sup> ( <i>like hw</i> ) " " what.

When one letter of an improper diphthong, or of a triphthong, is marked, the other vowels are silent; as in *āim*, *pēople*.

<sup>1</sup> Unmarked.

## A WORD TO TEACHERS.

PUPILS should be required to prepare the lessons in this book carefully in writing.

Exercises in pronunciation should always precede the preparation of lessons. Diacritical marks have been occasionally used to assist in this work. The Key to Pronunciation, pages 4 and 5, and also the Dictionary, should be frequently consulted.

The following *language work* will be found on many pages. It is intended to be *suggestive* rather than *exhaustive*. Such work will certainly give pupils good training in spelling. Teachers who are fertile in resources will doubtless add other work equally valuable. It should consist of

1. ***Diotation exercises*** calculated to train pupils in the use of capital letters and punctuation-marks. Many of these have been selected from the best writers and are *memory gems*.

2. ***The construction of sentences*** illustrating the use of words designated by the teacher. Such sentences should sometimes be *statements* and sometimes *questions*.

3. ***Brief compositions*** suggested by some word or words in the lesson.

4. ***Letters and answers*** to letters from hints given by the teacher.

5. ***Brief descriptions*** of familiar objects from suggestions written on the blackboard.

6. ***Reproduction*** of simple stories that have been read to the class.

The following *devices* are designed to impress the correct forms of words on the pupils' minds. One or more of these devices may be used in connection with any spelling lesson.

1. Arrange the words of the lesson alphabetically.

2. Arrange the words of the same number of syllables in separate columns.

3. Make a list of all words accented on the last syllable; also a list of words accented on the last syllable but one.

4. Add *ing* and *ed* to all words that will take these endings.

5. Make a list of the words which suggest others. Use the words suggested in sentences. **EXAMPLE:** *vicious* suggests *vice*.

*Also for advanced classes:—*

6. Use words, selected from the lesson by the teacher, as nouns, adjectives, or verbs.

7. Use certain words as nouns and as verbs; note the changes in accent, or other changes in pronunciation.

# SPELLING AND LANGUAGE.

---

## PART I.

---

### Lesson I.

This is the first lesson in spelling. It is not very hard. We can soon learn it. First we will read it and then we will write it.

*This is the first lesson in spelling.  
It is not very hard. We can soon  
learn it. First we will read it and  
then we will write it.*

then	<i>then</i>	hard	<i>hard</i>
very	<i>very</i>	soon	<i>soon</i>
learn	<i>learn</i>	will	<i>will</i>
read	<i>read</i>	les son	<i>lesson</i>
write	<i>write</i>	spell ing	<i>spelling</i>

## Lesson 2.

We should begin each sentence with a large letter. Such a letter is called a *capital*. We must not forget this rule.

rule	<i>rule</i>	let ter	<i>letter</i>
must	<i>must</i>	for get	<i>forget</i>
large	<i>large</i>	be gin	<i>begin</i>
called	<i>called</i>	cap i tal	<i>capital</i>
should	<i>should</i>	sen tence	<i>sentence</i>

## Lesson 3.

1. *Cotton is used in making cloth.*
2. *A stupid boy is called a dunce.*
3. *Walter makes a great noise with his drum.*

used	<i>used</i>	great	<i>great</i>
noise	<i>noise</i>	drum	<i>drum</i>
cloth	<i>cloth</i>	stu pid	<i>stupid</i>
dunce	<i>dunce</i>	cot ton	<i>cotton</i>
makes	<i>makes</i>	mak ing	<i>making</i>

Lesson 4.

Mary had ten new words to study to-day. They were one, two, three, four, five, six, seven, eight, nine, and ten.

one	<i>one</i>	seven	<i>seven</i>
two	<i>two</i>	eight	<i>eight</i>
three	<i>three</i>	stud y	<i>study</i>
four	<i>four</i>	words	<i>words</i>
Ma ry	<i>Mary</i>	to-day	<i>to-day</i>

Lesson 5.

*There is a large maple tree standing beside the road near our house. It is high and wide, and its limbs are strong. In summer we have a swing on it.*

there	<i>there</i>	be side	<i>beside</i>
road	<i>road</i>	ma ple	<i>maple</i>
limbs	<i>limbs</i>	sum mer	<i>summer</i>
swing	<i>swing</i>	stand ing	<i>standing</i>

## Lesson 6.

John took a long ride on his pony. The air was warm and the sky clear and blue. John said he had a fine time.

air	<i>air</i>	took	<i>took</i>
John	<i>John</i>	said	<i>said</i>
time	<i>time</i>	fine	<i>fine</i>
po ny	<i>pony</i>	warm	<i>warm</i>
blue	<i>blue</i>	clear	<i>clear</i>

## Lesson 7.

Next day he went on a long walk. He took his little dog Snap with him. They were caught in the rain, and both got wet.

rain	<i>rain</i>	walk	<i>walk</i>
both	<i>both</i>	Snap	<i>Snap</i>
next	<i>next</i>	went	<i>went</i>
they	<i>they</i>	caught	<i>caught.</i>
were	<i>were</i>	lit tle	<i>little</i>

**Review.**

**Lesson 8.**

warm	<i>warm</i>	learn	<i>learn</i>
walk	<i>walk</i>	for get	<i>forget</i>
be gin	<i>begin</i>	les son	<i>lesson</i>
called	<i>called</i>	cap i tal	<i>capital</i>
caught	<i>caught</i>	spell ing	<i>spelling</i>

Pupils will write four sentences, each containing at least three words of the review lesson.

**Lesson 9.**

Read the story, and write what you can remember of it. Put a period at the end of every complete statement.

**STORY.**

A little boy lay on the grass under an oak tree. He could see the little acorns on the branches of the great oak. Near by he saw a pumpkin vine, and on it a large yellow pumpkin. "O," said the little boy, "if I had made the world, I would have made this stout old oak all golden with beautiful pumpkins, and these mean little acorns might have grown on the lowly vine."

Just then an acorn fell from the tree and struck him on the nose. "Oh! oh!" said the foolish boy, "how lucky it is that I did not make the world, for if I had, a great pumpkin might have fallen and killed me."

HANNAH MORE.



## Lesson 10.

A little brook flows through our field. We have made a small bridge over it. Sometimes we sail our boats in it.

sail	<i>sail</i>	field	<i>field</i>
o ver	<i>over</i>	small	<i>small</i>
brook	<i>brook</i>	bridge	<i>bridge</i>
flows	<i>flows</i>	through	<i>through</i>
boats	<i>boats</i>	some times	<i>sometimes</i>

## Lesson 11.

*Most boys like to play base-ball,  
though many get hurt while playing  
The ball goes high in the air.*

hurt	<i>hurt</i>	catch	<i>catch</i>
high	<i>high</i>	man y	<i>many</i>
goes	<i>goes</i>	though	<i>though</i>
most	<i>most</i>	play ing	<i>playing</i>
while	<i>while</i>	base-ball	<i>base-ball</i>

Lesson 12.

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Each begins with a capital. *Wednesday* is very hard to spell.

are	<i>are</i>	Sun day	<i>Sunday</i>
week	<i>week</i>	Mon day	<i>Monday</i>
days	<i>days</i>	Tues day	<i>Tuesday</i>
be gins	<i>begins</i>	Wednes day	<i>Wednesday</i>
with	<i>with</i>	Thurs day	<i>Thursday</i>
each	<i>each</i>	Fri day	<i>Friday</i>
spell	<i>spell</i>	Sat ur day	<i>Saturday</i>

Lesson 13.

*James climbed the old apple-tree and found a robin's nest with three eggs in it. The nest was nearly hidden by green leaves and pink blossoms.*

eggs	<i>eggs</i>	rob in's	<i>robin's</i>
green	<i>green</i>	near ly	<i>nearly</i>
found	<i>found</i>	hid den	<i>hidden</i>

## Lesson 14.

Frank goes to the beach every year. He likes to sit and watch the waves while he digs in the sand. Shells and smooth stones are found on the beach. Frank can write his name in the wet sand.

year	<i>year</i>	stones	<i>stones</i>
beach	<i>beach</i>	found	<i>found</i>
waves	<i>waves</i>	watch	<i>watch</i>
ev er y	<i>every</i>	smooth	<i>smooth</i>

## Lesson 15.

*The rain falls in large drops and dashes against the window. It makes the flowers hold up their heads and washes the dust from the grass.*

drops	<i>drops</i>	dash es	<i>dashes</i>
their	<i>their</i>	wash es	<i>washes</i>
grass	<i>grass</i>	flow ers	<i>flowers</i>
a gainst	<i>against</i>	win dow	<i>window</i>

Lesson 16.

The farmer sold his white horse and bought a large gray one. He calls her Jenny. He drives to market once each week with a heavy load from his farm, and he needs a strong horse.

once	<i>once</i>	needs	<i>needs</i>
gray	<i>gray</i>	drives	<i>drives</i>
load	<i>load</i>	heavy	<i>heavy</i>
horse	<i>horse</i>	strong	<i>strong</i>
white	<i>white</i>	farmer	<i>farmer</i>

Lesson 17.

*Thomas lives in Boston. Henry and his parents live in New York. Thomas and Henry are cousins.*

names	<i>names</i>	proper	<i>proper</i>
O h i o	<i>Ohio</i>	Hen ry	<i>Henry</i>
Bos ton	<i>Boston</i>	letters	<i>letters</i>
pâ r ents	<i>parents</i>	cous ins	<i>cousins</i>
Thom as	<i>Thomas</i>	New York	<i>New York</i>

## Lesson 18.

In this lesson you will have ten more new words. They are:

awl	<i>awl</i>	aw ful	<i>awful</i>
buzz	<i>buzz</i>	brood	<i>brood</i>
broil	<i>broil</i>	bruise	<i>bruise</i>
brute	<i>brute</i>	bush y	<i>bushy</i>
burst	<i>burst</i>	an gry	<i>angry</i>

Can you use them in sentences? Let us try the first word:

*My father has a very sharp awl.*

Now you may write *nine* more sentences, using the rest of the words. Begin every sentence with a capital letter.

## Lesson 19.

NOTE. — Names of persons and places must begin with capital letters; as, **Mary**, **New York**. Such names are called *proper* names.

1. Write ten proper names which have been given in the previous lessons in this book.
2. Select ten proper names from your Geography and write them on your slate.
3. Select ten proper names from your Reader and write them on your slate.

Lesson 20.



1. Write the names of ten objects that you see in the picture.
2. Write the same words a second time, arranging them alphabetically, as in a Dictionary.
3. Write the same words in two forms, one meaning one object, and the other more than one.

Lesson 21.

axis	<i>axis</i>	strain	<i>strain</i>
axle	<i>axle</i>	streak	<i>streak</i>
nurse	<i>nurse</i>	a loft	<i>aloft</i>
town	<i>town</i>	ar bor	<i>arbor</i>
straw	<i>straw</i>	ap ple	<i>apple</i>
street	<i>street</i>	an ger	<i>anger</i>
stripe	<i>stripe</i>	munch	<i>munch</i>

## Lesson 22.

We are going to camp, and Kate has packed a spider, kettle, tea-kettle, coffee-pot, and some tin pans and pails to carry with us. We shall each have a cup and saucer, plate, knife, fork, and spoon.

pails	<i>pails</i>	camp	<i>camp</i>
Kate	<i>Kate</i>	knife	<i>knife</i>
fork	<i>fork</i>	car ry	<i>carry</i>
plate	<i>plate</i>	go ing	<i>going</i>
spoon	<i>spoon</i>	sau cer	<i>saucer</i>

## Lesson 23.

*January. February. March. April.  
May. June. July. August. Septem-  
ber. October. November. and December  
are the months of the year.*

Which months make up the spring? Which the winter? Which the summer? Which the fall, or autumn? Which season do you enjoy most?

What is one of the most common outdoor sports of boys or girls in the spring? summer? autumn? winter?

Lesson 24.

Once there were twelve chickens that lived together in a barrel. By day they went about looking for worms, but at night they slept in their cosy round house.

house	<i>house</i>	lived	<i>lived</i>
slept	<i>slept</i>	worms	<i>worms</i>
co sy	<i>cosy</i>	round	<i>round</i>
night	<i>night</i>	a bout	<i>about</i>
twelve	<i>twelve</i>	bar rel	<i>barrel</i>

Lesson 25.

*Children have merry times in winter when the snow covers the ground. They throw snowballs at each other, build snow forts, and slide down hill upon their sleds.*

hill	<i>hill</i>	balls	<i>balls</i>
snow	<i>snow</i>	throw	<i>throw</i>
up on	<i>upon</i>	times	<i>times</i>



## Lesson 26.

please *please* a lone *alone*  
 branch *branch* pen cil *pencil*  
 a mong *among* pict ure *picture*  
 brown *brown* num ber *number*  
 bright *bright* bright ly *brightly*

1. Write the words of this lesson alphabetically.
2. Write three sentences that will require a period, and use one or more of the words above in each.
3. Write three sentences that will require a question-mark, and use one or more of the words above in each.

## Lesson 27.

ox *ox* ox en *oxen*  
 goose *goose* geese *geese*  
 ba by *baby* ba bies *babies*  
 ber ry *berry* ber ries *berries*  
 child *child* chil dren *children*

1. Write all the words in the lesson that mean one object.
2. Write five questions, using the words above that mean more than one.

Lesson 28.



1. Mary and her father are going to the mill with some grain. The house on the hill is Mary's home. Can you see the stacks of hay behind the barn?

2. Write a story about "Mary and her Home," and give a short account of her ride to the mill.

Lesson 29.

Dictation.

*Is Richard attending school?  
Will he go to college? What is  
the sum of eleven, thirteen, fifteen,  
seventeen, twenty, and thirty?*

NOTE.—Notice that each question is followed by a question-mark.

sum	<i>sum</i>	ques tion	<i>question</i>
mark	<i>mark</i>	thir teen	<i>thirteen</i>
school	<i>school</i>	Rich ard	<i>Richard</i>

## Lesson 30.

*ă as in măt (short a).*

fact	scrap	scalp	flash
sand	catch	trash	track
back	drank	patch	prank
land	tramp	match	thank
band	plank	stamp	scratch

*Dictation.*

1. Have you seen a scrap of paper to-day?
2. Yes, I saw one lying on the sand.
3. I will thank you to find it for me.
4. The wind blew it away before I could catch it.

Which words in the dictation exercise contain short *a*?

## Lesson 31.

*Incomplete Sentences.*

Copy the following sentences, and fill the blanks with words selected from the columns above:

1. The boy went to the spring and . . . . some water.
2. I saw a man . . . . a . . . . on the wall.
3. The hunter was so far away that I could only see the . . . . of his gun.
4. I heard the . . . . of the soldiers before they came in sight.
5. The . . . . was playing while the soldiers marched.
6. She put a . . . . on the . . . . of his coat.

**Lesson 32.**

**ē and ě.**

ēve	stēel	pěck	slěd
least	peep	steps	cent
lease	mete	mesh	desk
meek	beak	dense	lend
bleak	neat	spend	melt
theme	leech	check	fresh
sphere	stream	bench	mend

1. Make a list of five other words containing ē.
2. Make a list of five other words containing ě.

**Lesson 33.**

*Dictation.*

We live in the United States. Our country is called the "United States" because many separate states are united under one government. The highest officer in the country is the President. He is chosen for four years, and resides in Washington.

*Incomplete Sentences.*

Copy the following sentences, and supply the missing words:

1. The country in which we live is called . . . .
2. It is so called because a large number . . . .
3. The President is the . . . .
4. He resides . . . . and is . . . .

## Lesson 34.

*Abbreviations.*

**NOTE.**—Some words are shortened in writing, two or three letters only representing the whole word; as, **Col.** for **Colonel**, **Esq.** for **Esquire**, **Rev.** for **Reverend**, etc. **Col.**, **Esq.**, and **Rev.** are called *abbreviations*.

A period should be used after initials and abbreviations, as, **Mr. R. C. Wentworth**, **Rev. R. M. Wilson**.

Copy the following words and abbreviations:

Jan. . . .	January.	Sun. . . . .	Sunday.
Feb. . . .	February.	Mon. . . . .	Monday.
Mar. . . .	March.	Tues. . . . .	Tuesday.
Apr. . . .	April.	Wed. . . . .	Wednesday.
Aug. . . .	August.	Thurs. . . . .	Thursday.
Sept. . . .	September.	Fri. . . . .	Friday.
Oct. . . .	October.	Sat. . . . .	Saturday.
Nov. . . .	November.	A. M. ( <i>Latin</i> ),	Before Noon.
Dec. . . .	December.	P. M. ( <i>Latin</i> ),	After Noon.

## Lesson 35.

*Dictation.*

1. January and February are winter months.
2. March, April, and May are spring months.
3. June, July, and August are summer months.
4. September, October, and November are autumn months.
5. December is the first of the winter months.
6. The abbreviations of the names of the days of the week are *Sun.*, *Mon.*, *Tues.*, *Wed.*, *Thurs.*, *Fri.*, *Sat.*

Reviews.

Lesson 36.

Lesson 37.

beach	thank	en joy	mer ry
found	smooth	aw ful	col lege
watch	prop er	sphere	ber ries
car ry	farm er	no tice	climbed
strong	wash es	be side	cous ins
pen cil	flow ers	ma ple	Au gust
ev er y	au tumn	ba bies	play ing
sau cer	com mon	near ly	blos som
dash es	of fi cer	win ter	coun try

Lesson 38.

Lesson 39.

rob in	e lev en	hid den	Oc to ber
bruise	mar ket	pict ure	dic ta tion
spring	a gainst	cap i tal	Thurs day
bridge	pâr ents	base-ball	De cem ber
branch	out door	sum mer	Feb ru a ry
scratch	win dow	bright ly	No vem ber
though	thir teen	fol lowed	Sep tem ber
mouths	ques tion	chil dren	Wednes day
through	bright ly	some times	Wash ing ton

NOTE.—Some words are spoken with only one impulse of the voice; as, *man*, *box*. Such words are said to have but one *syllable*.

Other words are pronounced with two or more impulses of the voice; as, *Rob-ert*, *cent-u-ry*, *con-sti-tu-tion*. Such words have two, three, or more syllables, according to the number of impulses given. The syllable receiving the strongest impulse is called the *accented* syllable, and is sometimes marked as follows: *par'ents*, *beside'*.

## Lesson 40.

*Dictation.*

John has taken another long ride to-day on his pony. He met a man and a boy driving some cows. The pony was afraid of the cows. John held the reins firmly in his hands, and the pony could not run away.

## Lesson 41.

rein	reins	cease	oth er
held	chirp	place	a fraid
long	south	chafe	long er
cows	north	coach	long est
coax	drove	chant	driv ing
hold	quick	chaise	hold ing
drive	de tēr'	driv en	an oth er

1. Write five sentences that will require a period at the end, using words in the first column.

2. Write five sentences requiring a question-mark at the end, using words in the second column.

**Lesson 42.**

*Dictation.*

The earth is round like a ball. We live upon the surface. Most of it is covered with water. The largest bodies of water are called *oceans*. Atlantic, Pacific, Indian, Arctic, and Antarctic are names of oceans.

sea	choose	sea son	Arc tic
seas	wa ter	bod ies	In dian
live	names	o ceans	Pa cif ic
like	bleach	larg est	At lan tic
dawn	sur face	cov ered	Ant arc tic

How does a *brook* differ from a *river*? a *river* from a *lake*? a *lake* from an *ocean*?

**Lesson 43.**

Some parts of the ocean that extend into the land are called *seas*, *bays*, *gulfs*, *straits*, or *channels*. The water of the ocean and of the seas, bays, gulfs, straits, and channels is salt. The water of lakes and rivers is fresh.

pain	bays	riv ers	o cean
gulfs	ris es	pret ty	turned
parts	charm	ex tend	si lence
some	stand	fresh er	to wards
when	see ing	seek ing	stretched
straits	scur vy	fresh est	chan nels



## Lesson 44.

*Dictation.*

Most of the people of our country are white, but there are some who are black, some yellow, and some of the color of copper. These people live in the same country, but their ways of living are very different. Some live in huts called wigwams. Others live in caves.

lake	för est	brook	riv er
lakes	for ests	liv ing	hous es
these	peo ple	brooks	prai rie
those	cop per	am bush	prai ries
flesh	yel low	streams	coun try
dwell	peo ples	wig wam	wig wams
black	col ored	min er al	veg e ta ble
plains	coun tries	dif fer ent	veg e ta bles

## Lesson 45.

1. What are some of the uses of forest trees?
2. What are some of the uses of stone?

*Dictation.*

1. There are some streams of water so small that they are called brooks.
2. The copper-colored people call their houses wigwams.
3. A tree is a vegetable, and a stone is a mineral.
4. Plains are called by different names.
5. The great plains of the West are called prairies.

**Lesson 46.**



*Dictation.*

Arthur had been told by his mother not to meddle with the bees. He disobeyed her, and now he has been stung. Mothers usually know best, but little boys do not always think so. Do you know the name of any little boy who sometimes disobeys his mother?

**Lesson 47.**

was	been	be ing	med dle
sting	shock	known	moth ers'
work	knows	day time	look ing
o bey	moth ers	moth er's	sting ing
moth er	dis o bey	dis o beyed	dis o bey ing

1. Write the names of all the things you can find in the picture above.

2. Write the names again so that each will mean more than one.

3. Write from memory the story of "Arthur and the Bees." Add anything you please to the story.

## Lesson 48.

I as in pine and I as in pin.

prize	sigh	quit	kyt ty
spice	hive	skip	six ty
shine	slide	sings	sis ter
blind	fight	kissed	rab bit
fright	spine	glimpse	skip ping

1. Arrange the words above alphabetically.
2. Which words have but one syllable? Which two?
3. Write ten statements, using the words in the first and fourth columns.
4. Write five words that rhyme with *blind*.

## Lesson 49.

ō as in nōte and ȳ as in nȳt.

blōw	ghōst	fōnd	knōbs
crow	holds	shops	cof fin
grōss	rogue	throb	gloss y
stone	drone	bod y	throng
wrote	be low	com et	bon net

1. Write five questions, using the words *gross*, *crow*, *drone*, *comet*, *glossy*.
2. Write two words that rhyme with *fond*.
3. Gold, silver, iron, copper, lead, etc., are called *metals*. What are some of the uses of iron?

**Lesson 50.**

*Dictation.*

In school we learn about the surface of the earth, its countries and their inhabitants. We learn how the different people in the world live; how they cook their food, how they clothe themselves, and in what kind of houses they dwell. This study we call *geography*.

what	voy age	coun tries	rail roads
earth	sea port	some thing	con ti nent
north ern	south ern	east ern	west ern
de gree	sup ply	sup plies	ge og ra phy
ac tion	del uge	cloth ing	in hab it ants

**Lesson 51.**

Fill the blanks below with words from Lesson 50.

1. Nearly all boys and girls like to study . . . .
2. By means of . . . . the . . . . of one part of a . . . . can receive . . . . from . . . . far away.
3. The . . . . is round like a ball.
4. A . . . . contains many . . . .

bite	bites	bit ten	bit ing
broad	boots	blood	bet ter
douse	sto ry	a larm	sup plied
watch	doz en	down y	dough nut
breath	be fore	sur prise	breath less
be long	be longs	be longed	be long ing

## Lesson 52.

*Diction.*

People once thought that the earth was flat. They thought that if a person walked far enough, he would come to the end of the world. Columbus thought that the earth must be round. To prove it, he tried to sail around it, and by so doing he found America.

a far	a gain	per son	walked
plain	e nough	thought	nat u ral
prove	an cient	a round	di vis ion
would	ac count	quar ter	Co lum bus
shown	an chors	al read y	act u al ly

## Lesson 53.

*Sentence-making.*

Write five sentences showing that you can use correctly the words *enough*, *thought*, *around*, *tried*, *plain*.

Copy the following sentences, and study the words in *Italics*.

1. The *people* whom *Columbus* found in *America* were *copper-colored*.

2. How can one *prove* that the earth is round?

3. A person who speaks without *thought* will have many *enemies*.

4. The *earth* does not look round to us, *because* we see so little of it.

**Lesson 54.**

*Dictation.*

In geography we learn about mountains that send out fire, smoke, and ashes; about frozen rivers that move slowly towards the sea; about great waterfalls and immense deserts; about countries where it is always warm, and of other countries where it is always cold.

where	Spain	A si a	burn ing
ash es	Nor way	Af ri ca	mov ing
slow ly	Swe den	Eu rope	im mense
bi ped	Mex i co	Eng land	wa ter falls
al ways	Can a da	A mer i ca	de pres sion

1. Which of the countries, named above, are in America? Which are in Europe?

**Lesson 55.**



1. Write the names of all the objects seen in the picture.

2. Write a story from the picture.

## Lesson 56.

*Dictation.*

Have you ever seen the North Star? All the other stars seem to move in the heavens. This one is always seen in the north. That is why it is called the North Star. Sailors find their way over the ocean by means of an instrument called a compass.

seen	eyes	point	com pass
trī o	quite	asked	mar i ner
does	a mid	hailed	ad mi ral
seem	pu pil	sail ors	sur round
move	means	heav ens	in stru ment

## Lesson 57.

1. Copy these sentences, and fill the blanks:

The small bright star in the north is called the . . . .

Men who sail ships over the . . . . are called . . . .

They follow the right course by means of a . . . . The needle of the . . . . always points to the . . . . The four principal points of the compass are north, south, east, and west.

2. Write five sentences, using the words *instrument*, *heavens*, *sailors*, *compass*, *always*.

3. Ask five questions, using the same five words.

4. Write one sentence, using the words *heavens* and *sailors*.

**Lesson 58.**

*Dictation.*

The sun rises in the east and sets in the west. When one stands with his right arm stretched towards the east and his left towards the west, like the boy in the picture, his face will be turned towards the north and his back towards the south.



1. Write the names of five things in the picture above in two forms, one meaning one object, and the other more than one.

2. Ask five questions suggested by the picture.

**Lesson 59.**

fu el	mi ser	colt ish	mul ti ply
husk	clev er	mud dy	dic ta tion
chink	milk y	mourn er	mis tak en
mound	hor rid	mince-pie	sev en teen
mumps	huge ly	mid dling	mis er a ble
most ly	twen ty	min u end	twen ty-five
hu man	mur der	mourn ing	mon u ment



## Lesson 60.

veer	cār ol	ca ress'	a bly
died	de fer'	af ford'	vot er
whit	val or	ban ish	vig or
urge	rain y	arm ful	val ue
wick	rat tle	use less	veine
view	a dore	of fered	vic tor
trick	va por	whīt en	pre fer

## Lesson 61.

troop	bat ter
beast	ad mit
quay	sand y
carve	na ked
beam	rare ly
pride	los ing
ze ro	na tion
oil y	nat ure
rav el	pack et
va ry	ob tain'
tri fle	wīd en
sa ble	sal low
pār ing	zig zag
pōr ous	bas ket

## Lesson 62.

pal frey	foam y
ad verb	at tack
of fense	vast ly
var nish	mān ger
capt ure	Ve nus
sad ness	ven om
de clare	vul gar
ripe ness	pre fix
pack age	vēr i ly
neck lace	van i ty
va ri e ty	op po site
verd ure	ob sta cle
vol ume	van quish
base ment	neg li gent

## Lesson 63.

1. Copy the words in Lesson 62, and mark the accented syllables.

2. Use all the words in the first column in sentences.

Lesson 64.



*Dictation.*

The children in the picture are spending the day on the sea-shore. Can you see the vessels in the distance? One of them is almost out of sight. Another is coming towards the shore, and seems to be rising out of the water. This seems so because the earth is round.

A ship has three masts. Some ships are very large. A schooner usually has only two masts. A sloop has only one mast. A yacht is a pleasure-boat.

Lesson 65.

keel	till er	drawn	sail ing
sails	sailed	chance	ves sels
bows	doubt	dar ing	be tween
stern	world	start ed	fore-mast
prow	cab in	rud der	wind lass
sloop	ca noe	reached	bin na cle
catch	cut ter	miz zen	main-mast
chase	barque	rig ging	steam boat
yacht	cap stan	Nep tune	fore cas tle

## Lesson 66.

*Dictation.*

The surface of the earth consists of land and water. There is no part of the surface that is neither land nor water. There are different names for the different parts of land and water.

*Bodies of Land.*

ō' a sis	ō' a sēs	vol ca no	vol ca noes
val ley	val leys	isth mus	isth mus es
des ert	des erts	moun tain	moun tains
pla teau'	pla teaus	con ti nent	con ti nents
prai rie	prai ries	pen in su la	pen in su las

## Lesson 67.

1. What is the difference between an *island* and a *peninsula*?
2. What is the difference between a *plain* and a *valley*?

Copy the sentences below, and fill the blanks:

1. An . . . . is a narrow neck of land joining two larger bodies of land. The word . . . . means *neck*.
2. A . . . . is sometimes called a table-land.
3. A . . . . is a body of land nearly surrounded by water. The first part of the word . . . . means *almost*.
4. A body of land entirely surrounded by water is an . . . .
5. A . . . . is very much larger than an . . . .

**Lesson 68.**

*Birds.*

owl	ea gle	spar row	cat-bird
dove	par rot	par tridge	blue bird
duck	pig eon	pea cock	black bird
gull	os trich	ca na' ry	yel low-bird
hawk	ō' ri ôle	swal low	hum ming-bird

1. Which of the birds named above have you ever seen alive?
2. Write a short account of any one of them.

**Lesson 69.**

Fill the blanks with names from the lesson above.

1. The farmer does not like the . . . . s because they destroy his corn.
2. The . . . . is very beautiful with his red and black feathers.
3. It is often said that one . . . . does not make a summer.
4. The . . . . is frequently called a . . . .
5. The . . . . is very small and very beautiful.

*Dictation.*

On the cross-beam under the Old South bell  
 The nest of a pigeon is builded well.  
 In summer and winter that bird is there,  
 Out and in with the morning air.

WILLIS.

## Lesson 70.

*Names of Vegetable Growths.*

pea	po ta to	cel e ry	ar ti choke
beet	pars nip	spin ach	cu cum ber
bean	cab bage	ghēr kin	dan de li on
squash	mus tard	chic o ry	as par' a gus
tur nip	pump kin	to ma' to	cau li flow er

1. Arrange the words in this lesson alphabetically.
2. Which words have one syllable? Which two? Which three? Which more than three?
3. Which of the vegetables named in the lesson have you seen and tasted?

## Lesson 71.

*Names of Vegetable Growths.*

rye	on ion	clo ver	rad ish
oats	gar lic	bar ley	to bac co
corn	car rot	pars ley	can ta loupe
wheat	truf fle	rhu barb	pep per-grass
cit ron	let tuce	egg-plant	wa ter mel on
pick le	cow slip	mush room	musk mel on

Which of the vegetables mentioned in this lesson are eaten raw? Which must be ground before being cooked? Which do you like best to eat? Which of the vegetables are *grains*? Which grow wild? Which are cultivated?

Lesson 72.

*Names of Fruits.*

fig	peach	lem on	rasp ber ry
pear	prune	ā pri cot	straw ber ry
dates	rai sin	ba nā na	black ber ry
plum	ap ples	ōr an ges	goose ber ry
grape	cher ry	blue ber ry	whor tle ber ry
quince	cur rant	per sim' mon	thim ble ber ry

1. Arrange the words in this lesson alphabetically.
2. Which of the fruits have you seen and tasted?
3. Which grow in foreign countries?
4. Which grow in our own country?
5. Which contain a stone?

Lesson 73.

*Materials used in Cooking.*

salt	sage	ci der	all spice
sa go	flour	but ter	nut meg
meat	meal	gin ger	tap i o ca
mace	pep per	vin e gar	cin na mon
clove	rai sins	mo las ses	mac a ro ni

1. Which of the materials mentioned grow or are made in our own country? Which in foreign countries?

2. Mention some of the uses of *nutmeg*, *cinnamon*, *vinegar*, and *tapioca*.

## Lesson 74.

ū as in cūbe and ū as in cūb.

glūe	būck	jūice	blūsh
feūd	ūg ly	slūice	lūnch
fūme	dūmb	ūn ion	crūtch
mūte	nūmb	ūs u al	plūmb

1. Arrange the words above alphabetically.
2. Write five words that rhyme with *glue*.
3. Write five words that rhyme with *plumb*.

## Review.

## Lesson 75.

glue  
feud  
juice  
what  
catch  
sluice  
yacht  
doubt  
where  
theme  
would  
sphere  
crutch  
barque  
pla teau

## Lesson 76.

kissed  
ash es  
o a sis  
ca noe  
rai sin  
bit ten  
val ley  
us u al  
rab bit  
gloss y  
peo ple  
cher ry  
cop per  
glimpse  
cur rant

## Lesson 77.

sail ors  
let tuce  
prai rie  
In dian  
voy age  
prai ries  
spin ach  
to ma to  
ac count  
a pri cot  
an chors  
isth mus  
cab bage  
rhu barb  
schoon er

## Lesson 78.

o ri ole  
pars ley  
med dle  
all spice  
Pa cif ic  
ca na ry  
ba na na  
sting ing  
vin e gar  
skip ping  
moth er's  
mo las ses  
act u al ly  
can ta loupe  
pen in su las

**Lesson 79.**

vel vet  
gig gle  
re cess  
fig ure  
but ton  
sud den  
at tic  
nerve  
whole  
an vil  
knock  
ar my

boil  
beer  
sofa  
bend  
blaze  
bleed  
birch  
lev el  
blunt  
luck y  
brain  
bring

**Lesson 80.**

brig  
brag  
bawl  
brisk  
brass  
ar row  
chat  
arch  
ache  
al so  
a las  
pane

cit y  
bead  
clam  
chest  
clash  
comb  
chain  
clown  
cough  
ce dar  
be gan  
lone ly

**Lesson 81.**

ad der  
a head  
al low  
sor ry  
blame  
board

broke  
bump  
of fice  
breast  
bound  
bot tle

oft en  
al bum  
ac cent  
cen ter  
bil low  
change

bar ber  
beck on  
near est  
cli mate  
hun gry  
floŭr ish

**Lesson 82.**

Copy, learn, and write from memory :

“Little by little,” said a thoughtful boy,  
Moment by moment, I’ll well employ,  
Learning a little every day,  
And not misspending my time in play;  
And still this rule in my mind shall dwell:  
‘Whatever I do, I will do it well.’”



## Lesson 83.



Henry and his sister Annie are looking at the squirrels in the cage. Henry wishes to buy them and carry them home, but Annie thinks it cruel to shut them up. She thinks the squirrels in the tree must be a great deal happier. What do you think?

Fill the blanks:

I can see two . . . . in a . . . . Henry and . . . .  
 . . . . are . . . . at them. Little . . . . thinks it . . . . to  
 shut them up, but . . . . to . . . . them and carry them  
 home. Which . . . . do you think is . . . . ?

## Lesson 84.

buy	buys	fall en	wished
wish	years	hap py	bought
a ble	for ty	ex pect	be long
clean	un der	car ries	re sides
cru el	sis ters	chos en	ar rest
sis ter	wish es	buy ing	hap pi er
hon or	cru el ly	wish ing	car ry ing

**Lesson 85.**

*Things in the Kitchen.*

sink	ta ble	ba sin	tow el
soap	brush	dip per	ket tle
stove	broom	dish-pan	tea-pot
chair	boil er	coal-hod	skim mer
clock	pok er	dust-pan	sauce pan
pump	shov el	flat-i ron	grid i ron

1. Write the names in Lesson 85 so that each shall mean more than one.

2. What use is made of a skimmer? of a gridiron? of a saucepan?

**Lesson 86.**

*Words used in the School-room.*

bell	tar dy	an swer	point er
map	frig id	writ ing	e qua tor
slate	tör rid	chap ter	plat form
book	trop ic	read ing	book-case
po lar	trop ics	his to ry	copy-book
wrong	e ras er	mis take	black board
prompt	draw ing	com merce	a rith me tic

*Sentence-making.*

1. What have you learned in school about the words *torrid*, *frigid*, and *tropics*?

2. For what is an *eraser* used? a *pointer*? a *map*?

## Lesson 87.

*Dictation.*

"The sponge when alive is a colony of tiny animals. At first an object appears like a small yellow egg swimming in the water. This contains the real eggs. It adheres to some hard substance. Here the tiny animals increase in number until they look like a mass of jelly. The larger openings in the sides are inlets for food."

face	parts	jel ly	plain ly
firm	af ter	it self	an i mal
sides	spõnge	mouths	sub stance
done	larg er	fast ens	o pen ings
grows	se lects	ap pears	swim ming

Write five questions showing that you can use correctly the words *appears, swimming, jelly, substance, selects*.

## Lesson 88.

whey	click	a side	car ried
whiff	claws	a way	ar ti cle
noose	wir y	en vy	con nect
wince	cheek	cheeks	creat ure
whisk	clouds	mer cy	con sid er

1. Which words have only one syllable? two? three?
2. Write three sentences, showing that you can use correctly the words *click, noose, wince*.

Lesson 89.

*Dictation.*

"Look at the sponge on your desk. The jelly is all gone. It is a skeleton of the mass. Observe the openings in the sides. These are canals to carry food to all parts of the mass. Very tiny animals and plants in the water furnish the sponge with food."

tī ny	fierce	ca nals	doub led
de ny	plants	doub le	mid way
think	di vide	sup ply	stick ing
dodge	dodged	fur nish	im ag ine
car ry	de cide	de cid ed	quiv er ing

1. Arrange the words alphabetically.
2. Which words contain long *i*? Which contain short *i*? Which words are names?
3. What is the meaning of the word *deny*? *tiny*?
4. What are canals, and what use is made of them?

Lesson 90.

steer	stol en	sun set	sur face
steep	re turn	sub urb	pre pare
pris on	rib bon	sun rise	Cam bridge

From the letters in the word *Cambridge* several other words can be made; as, *ridge*, *bridge*, *dirge*, *cab*, *ride*, etc.

1. What words can you make from the letters in the word *surface*?

## Lesson 91.

*Dictation.*

Divers go down to the bed of the ocean to get sponges. The sponges are put in large tanks of shallow water. There they decay, and only the skeleton is left. This is washed and dried in the sun.—“*Language Exercises.*”

join	fi ber	killed	read er
gone	de cay	gained	ea si ly
on ly	height	in deed	kill ing
dried	di vers	leav ing	skel e ton
tanks	washed	shal low	beau ti ful
hands	glimpse	ev i dent	veg e ta tion

Write all that you know about *divers*,—their work, dangers, dress, etc.

## Lesson 92.

lean	climb	hand y	play ful
mew	laugh	nice ly	whis tle
ditch	swing	kit ten	keep ing
e lect	choice	er rand	wal nuts
perch	round	hooked	crack ers
sneeze	cor set	re mark	stoop ing

1. Use these five words correctly in sentences: *remark*, *handy*, *hooked*, *perch*, *playful*.

2. How many letters in the word *sneeze*? How many sounds?

**Lesson 93.**

Copy the following letter, and study carefully its form.

Boston, June 6, 1887.

DEAR COUSIN ALLAN,—

Mamma has just told me that I may invite one of my cousins to spend a part of the vacation with me here in Boston. Of course, you are the cousin that I want most. Will you come?

We can go down the harbor on the steamboats, or we can visit some of the places of amusement in the city. We certainly shall have a good time.

Please ask your mamma to let you come and stay at least two weeks. I shall look for your answer to this letter in three days.

Your loving cousin,

HERBERT.

**Lesson 94.**

lath	dig it
belle	cir cus
grief	bee tle
didst	bel fry
boast	bel low
guïld	ban ter
bómb	dick er
bod y	bank er
mulch	be came
bleach	ex pend
blis ter	vi o lets

**Lesson 95.**

aw ful	has ty
fres co	hec tic
ban ish	ex cuse
bea ver	bap tist
be hold	bap tize
fresh et	maid en
fresh en	bed-time
blind ly	bank ing
blem ish	be neath
bond age	gra cious
spend ing	bank rupt

## Lesson 96.

## ALLAN'S ANSWER TO COUSIN HERBERT.

Write the following letter in full.

ALBANY, June 10, 1887.

DEAR COUSIN HERBERT,—

I was very . . . . and am much pleased . . . . favorite cousin.

You and Aunt Mary are very . . . . and my mamma . . . . and stay . . . . I have many things . . . . but shall see you . . . . take the time to write now.

You may expect me on the . . . . reaches Boston . . . . Will you . . . . the depot?

Your loving cousin,

. . . . .

## Lesson 97.

glass	in let
guilt	es tate
glare	gos sip
glaze	jin gle
globe	grāt er
ex ist	in sect
gland	gob let
glo ry	in fant
glance	gob lin
gid dy	gen tly
hound	grim ly
grudge	hun ger

## Lesson 98.

ho tel	last ly
in sist	lē gend
grot to	lee way
grav el	griz zly
gut ter	in stant
greas y	great ly
hēr ald	grid dle
hor ror	glut ton
greed y	grap ple
hob ble	grum ble
hor net	ex ist ing
ex ist ed	gram mar

**Lesson 99.**

forge	out go
finch	es cort
freak	ex cite
flank	e vade
fa tal	en tice
fi nal	gra vy
fleece	ex pel'
fel on	es tray
chart	froz en
purse	gold en

**Lesson 100.**

ex cess'	ex pand
flax en	ex plain
oys ter	ex clude
ex pire	ex plode
pul pit	fer ment
glaz ing	foun der
en sign	frac tion
form al	for ward
ex port	flap jack
lim ber	mon ster

**Lesson 101.**

blend	out law	ex pose	ex treme
frame	rag ged	lim pid	proud ly
ounce	glass y	fam ish	four teen
group	heav en	ex' pert	pud ding
pun ish	fum ble	en gage	cham ber

**Lesson 102.**

*Dictation.*

The proudest motto for the young!

Write it in lines of gold

Upon thy heart, and in thy mind

The stirring words enfold;

And in misfortune's dreary hour,

Or fortune's prosperous gale,

'Twill have a holy, cheering power,—

"There's no such word as *fail*."



## Lesson 103.

*Dictation.*

So the Bluebirds have contracted, have they, for a house?

And a nest is under way for little Mr. Wren?

Hush, dear, hush! Be quiet, dear; quiet as a mouse.

These are weighty secrets, and we must whisper them.

SUSAN COOLIDGE.

1. Write the names of five bipeds and five quadrupeds.
2. Which of the ten animals named live entirely upon animal food?
3. Which live entirely upon vegetable food?
4. Which live upon both kinds of food?
5. What are shell-fish? Name five kinds.
6. Which of the five kinds are good to eat?
7. Write a short account of one kind, telling *where found, how taken, and how prepared for food.*

## Lesson 104.

twist	lin en	sus tain	för eign
twine	tres tle	trea son	tres pass
trip le	pub lic	tör rent	tur moil
twitch	ten ant	tort ure	treas ure
thread	tim ber	ab scess	tumb ler
tus sle	trib ute	thick et	min strel
tur ret	trink et	a chieve	team ster
twinge	tri umph	trun dle	sun shine
pure ly	sum mon	mag ni fy	fort night

**Lesson 105.**

*Dictation.*

A still small voice spake unto me,  
 "Thou art so full of misery,  
 Were it not better not to be?"

Then to the still small voice I said:  
 "Let me not cast in endless shade  
 What is so wonderfully made."

TENNYSON.

**Lesson 106.**

**Lesson 107.**

roar	strict	pi ous	lute
trout	rul er	rel ish	bu gle
plant	praise	sul try	gui tar'
ru in	tū tor	pěr ish	spin et
rouse	ten or	tin der	cor' net
swēat	rust y	tink er	pi a no
thirst	tow er	ten der	vi o lin
thrive	thrush	pock et	cym bal
swarm	switch	re ward	trump et
swamp	pop py	mut ton	trom' bone

1. Which of the words above are names of stringed instruments?
2. Which are names of wind instruments?
3. What is the difference between the two kinds of instruments?
4. What drug is manufactured from the poppy? Describe its effects when taken into the stomach.

## Lesson 108.

*Dictation*

Know Old Cambridge? Hope you do.  
 Born there? Don't say so! I was, too.  
 (Born in a house with a gambrel-roof,  
 Standing still, if you must have proof.  
 "Gambrel? — Gambrel?" let me beg  
 You'll look at a horse's hinder leg, —  
 First great angle above the hoof,  
 That's the gambrel; hence gambrel-roof)  
 Nicest place that ever was seen.

From "*The Autocrat*."

## Lesson 109.

mer it	loaf er
mouse	this tle
mot to	loud ly
mil ler	tour ist
muf fle	suc cess
mim ic	tick ing
mow er	sug gest
dic tate	cy clone
mus ter	swin dle
man tel	pen man

## Lesson 110.

gris tle	look out
cul prit	fu ri ous
cus tard	like ness
grat ing	nov el ty
re move	pros pect
cush ion	pinch ers
twin kle	doubt ful
stum ble	birth day
grī mace'	pur chase
cun ning	pru dence

1. What is the difference between a *mantel* and a *mantle*?

2. What is a *motto*? Give an example.

**Reviews.**

**Lesson III.**

ca nals	ti ny	mut ton	de cid ed
par rot	mace	cym bal	tap i o ca
pig eon	fel on	cur rant	skel e ton
gui tar	guild	gher kin	grid i ron
ab scess	ea gle	spar row	car ry ing
bap tize	stol en	tri umph	beau ti ful

**Lesson II2.**

**Lesson II3.**

it self	shal low	chic o ry	ar ti choke
lep er	ap pears	cun ning	sug gest ed
pul let	a chieve	e qua tor	rasp ber ry
ba sin	swal low	hap pi er	swim ming
trip le	ā pri cot	skim mer	cin na mon
tus sle	to bac co	im ag ine	veg e ta ble
cel er y	quince	mince-pie	Cam bridge
fast ens	tres tle	im mense	as par a gus
e ras er	car rot	par tridge	veg e ta tion
aus tere	whis tle	huge ly	a rith me tic
cy clone	gri mace	squir rel	cau li flow er
tur moil	pur chase	cru el ly	per sim mon

**Lesson II4.**

Copy, learn, and write from memory:—

“’Tis the rule of the land, that, when travelers meet,  
 In highway or by-way, in alley or street,  
 On foot or in wagons, by day or by night,  
 Each favor the other and turn to the right.”

Write in your own words the meaning of this stanza.

## Lesson 115.

Copy, learn, and write from memory.

**BOYS WANTED.**

1. Boys of spirit, boys of will,  
Boys of muscle, brain, and power,  
Fit to cope with anything,—  
These are wanted every hour.
2. Not the weak and whining drones,  
Who all troubles magnify,—  
Not the watchword of "I can't,"  
But the nobler one, "I'll try."
3. Do whate'er you have to do,  
With a true and earnest zeal;  
Bend your sinews to the task,—  
"Put your shoulder to the wheel."
4. In the workshop, on the farm,  
Or wherever you may be,  
From your future efforts, boys,  
Comes a nation's destiny.

## Lesson 116.

1. Write out in your own words the meaning of the third line in the first stanza above.
2. Who are "whining drones"?
3. What is it to "magnify troubles"?
4. Write out your thoughts about the fourth stanza.

## PART II.

---

### Lesson I.

WHEN we use our own words to tell what another person says, we use what is called an *indirect quotation*; as, Annie said that Mary was the tallest girl in the class. Here we tell what Annie said, but do not use Annie's words. If we *had* used Annie's words, the sentence would have been written as follows: Annie said, "Mary is the tallest girl in the class," and the words "Mary is the tallest girl in the class," would be a *direct quotation*.

**Direct quotations must begin with capital letters, and must be enclosed by quotation-marks. (" ")**

#### *Dictation.*

1. I heard the little girl say that she was going home.
2. The Bible says, "Do unto others as you would that they should do to you."
3. How often we hear people say "I can't," when the truth is that they have never really tried!

căn't	dĩ rect	tall est	writ ten
truth	An nie	fol lows	in va lid
heard	per son	in ward	en closed
mirth	re al ly	sen tence	in di rect
would	mild ly	an nounce	quo ta tion

**Lesson 2.***Dictation.*

In ancient days the most celebrated precept was, "Know thyself"; in modern times it has been supplanted by the more fashionable maxim, "Know thy neighbor, and everything about him." — JOHNSON.

*Color and Form.*

red	gray	an gle	vi o let
line	green	sphere	õr ange
blue	black	square	ob long
cube	prism	cir cle	cyl in der
white	brown	yel low	tri an gle

1. How many angles in a triangle? In an oblong?
2. Which words in the lesson are names of colors?
3. What is a square? What is an oblong?

**Lesson 3.***Place and Size.*

left	great	larg er	lit tle
long	right	un der	larg est
large	short	be fore	be hind
a bove	small	small er	small est

1. Which of these words denote place? Which size?
2. Write eight sentences, using the words in the first two columns of Lesson 3.

**Lesson 4.**

*Dictation.*

Sir Walter Raleigh says, "No one can take less pains than to hold his tongue. Hear much, and speak little; for the tongue is the instrument of the greatest good and the greatest evil done in the world."

*Parts of the Body.*

pälm	knee	thigh	stom ach
tooth	wrist	brain	knuck le
beard	scalp	throat	shoul der
thumb	skull	an kle	skel e ton
tongue	cheek	fin ger	mus täche

Use these names in sentences so as to tell where the *part of the body* is. EXAMPLE: The *mustache* is that part of the *beard* which grows on the upper lip.

**Lesson 5.**

*Clothing.*

hood	ruf fle	bon net	sacque
cloak	jack et	trou sers	cra vat
shawl	col lar	o ver coat	neck-tie
glove	mit tén	o ver shoe	stock ing
a pron	slip per	pet ti'coat	o ver alls

Which of these articles are commonly made from wool? from cotton? from flax?



## Lesson 6.

**NOTE.**—The word **house** means one house; the word **houses** means more than one house. The word **book** means one book; the word **books** means more than one book. You will notice that adding **s** to the words **house** and **book** makes them mean more than one.

Names that mean but *one* are said to be **singular**; those that mean *more than one* are said to be **plural**.

Copy the following words, and then write them so that they will mean more than one.

fool	ea gle	an gel	par rot
door	les son	sail or	pil low
thing	guin ea	han dle	chis el
shawl	com ma	schol ar	spar row
school	mis take	hel met	mo ment

## Lesson 7.

**NOTE.**—Some words add **es** to make them plural.

Copy the following words, and against each write its plural.

fox	gash	bush	bunch
box	moss	he ro	match
sash	mass	witch	trench
torch	brush	ne gro	church
punch	re bus	tor pe do	tor na do

Which words in the lesson have more syllables when *plural* than when *singular*?

**Lesson 8.**

**NOTE.**—Some names that end in *f* or *fe* change the *f* or *fe* into *ves* in the plural.

beef	beeves	elf	elves
wolf	wolves	life	lives
thief	thieves	shelf	shelves
wharf	wharves	sheaf	sheaves

1. Write eight sentences, using the words in the first and third columns.

2. Rewrite, using the plurals of these words.

**Lesson 9.**

**NOTE.**—Letters are divided into **vowels** and **consonants**. A **vowel** is a letter that represents a pure tone. The vowels are *a, e, i, o, u*. Also *w* and *y* are vowels when they have the same sound as *u* or *i*.

If a name ends with *y* preceded by a vowel, *s* is added to make it mean more than one; as, *monkey, monkeys*.

If a name ends with *y* preceded by a consonant, the *y* must be changed to *i* and *es* added to make it mean more than one; as, *fly, flies*.

Write the following words so that they will mean more than one, and give a reason for the spelling.

key	en e my	val ley	cher ry
la dy	dum my	sal a ry	don key
ba by	mon key	tur key	chim ney
pen ny	mum my	fam i ly	at tor ney

Mark the *long* and the *short* vowel sounds in the words above. Which two accented syllables sound just alike?

## Lesson 10.

cheer	act ive	act u al	check ər
chime	bru tal	in quire	child ish
cheese	bub ble	cheer ful	act ive ly
ab hor	buck le	ac tiv i ty	bru tal ly
thought	buck et	bru tal i ty	hand some

1. Which words have two syllables? three? four?
2. Which words are accented on the first syllable? Which are accented on the second syllable?
3. In which of the accented syllables do we hear long *i*? short *u*? short *a*? long *oo*?
4. Write five sentences, using the words *inquire*, *abhor*, *brutal*, *brutally*, and *childish*.

## Lesson 11.

ex cel	de sire	e ven	de tach
ex alt	ex ceed	e ther	for tress
de pot	de pos it	de tect	e ter nal
for got	ex am ple	for ti fy	e ven ing
de sign	for got ten	de prive	di a logue

## Dictation.

A book may be compared to the life of your neighbor. If it be good, it cannot last too long; if bad, you cannot get rid of it too early.—BROOKE.

A good book is the best of friends,—the same to-day and forever.—TUPPER.

**Lesson 12.**

rinse	la dle	döç yle	fos sil
paste	cā ret	myrrh	mut ter
sälve	cör al	rid dle	dis ease
lathe	ex tra	le gion	be lieve
bälm	a bate	o blige	re main
creek	rel ict	gos pel	dis trict

**Lesson 13.**

rel ic	list en
a lert	i de' a
prowl	pal let
dodge	sau cy
sword	mo lar
al der	pal lor
scarce	ren der
re new	pa thos
knight	mold er
li lac	mold ing
civ il	ab bot
loft y	a bode

**Lesson 14.**

i vo ry	em ploy
law ful	col umn
stea dy	chick en
ob tuse	an them
pur ple	sev er al
ab bess	reg u lar
has ten	in ter est
kind ly	po lite ly
ro bust'	king dom
aus tere'	sin gu lar
auc tion	ex am ine
au burn	dis hon est

**Lesson 15.**

*Dictation.*

Mankind are always happier for having been happy; so that if you make them happy now, you make them happy twenty years hence by the memory of it. — SYDNEY SMITH.

If we cannot live so as to be happy, let us at least live so as to deserve happiness. — FICHTE.

“‘Is not life useful when it is happy?’ asks the egotist. ‘Is it not sufficiently happy when it is useful?’ asks the good man.”

## Lesson 16.

**NOTE.**— Words of *one* syllable are called **monosyllables**; as, *boy, girl, man, swim, looked, thought.*

Words of *two* syllables are called **dissyllables**; as, *com-ing, go-ing, tak-en, be-gin.*

Words of *three* syllables are called **trisyllables**; as, *cu-ri-ous, man-i-fold, syl-la-ble.*

Words of *more than three* syllables are called **polysyllables**; as, *dic-tion-a-ry, con-sti-tu-tion.*

book	e rase	plas ter	stair case
gong	en try	ceil ing	ën' vel ôpe
clock	cel lar	reg is ter	ra di a tor
chalk	pen cil	plat form	plas ter ing
school	draw er	base ment	ven ti la tor

1. Which words are monosyllables? Which dissyllables? Which trisyllables? Which polysyllables?

2. Which syllable is accented in *envelope*?

3. Write statements using all the trisyllables.

## Lesson 17.

leaf y	ledg er	af fair	knit ter
hā rem	jun ior	learn er	jus ti fy
mound	leav en	hěr e sy	Ju pi ter
junk et	main ly	lee ward	knit ting
man ly	jump er	ju bi lee	pres i dent
harp er	mean ly	har poon	af ter noon
be come	mol lusk	chair man	ban dan na
re claim	mean ing	cam paign	gov ern ment

Lesson 18.

*Dictation.*

One cold winter morning, when I was a little boy, I met, on my way to school, a smiling man with an ax on his shoulder. "My pretty boy," said he, "has your father a grindstone?"

It pleased me very much to be called a pretty boy; so I said, "O, yes, sir; it is down in the shop." "And will you, my little man, get a little hot water?" said he.

Lesson 19.

fix	fix es	fixed	fix ing
ease	ea si er	ea si est	ea si ly
nice	nic er	nic est	nice ly
eas y	for get	for got	for got ten
smile	smiles	smiled	smil ing
bright	bright er	bright est	bright ly
en joy	en joys	en joyed	en joy ing
whis tle	whis tles	whis tled	whis tling
ex claim	ex claims	ex claimed	ex claim ing
shoul der	shoul ders	shoul dered	shoul der ing

NOTE.—From a word, called a *root*, we sometimes form several other words, called derivatives. Example; from the root *ease* we form the derivatives *easier*, *easiest*, *easily*, etc.

Write the derivatives of the words *happy*, *luck*, *brave*, *wealth*.

## Lesson 20.

NOTE. — The following words are pronounced alike, but differ in spelling and meaning. Use them in sentences.

*mail, bag of letters.*

*male, relating to sex.*

*hall, an entry.*

*haul, to pull.*

*main, chief.*

*mane, hair on the neck of a horse.*

*plait, a fold ; to fold.*

*plate, a dish.*

*quartz, a kind of rock.*

*quarts, more than one quart.*

*gait, manner of walking.*

*gate, a kind of door.*

*bear, an animal ; to endure*

*bare, naked.*

*break, to part by force.*

*brake, for stopping wheels ; a fern.*

*stake, a post ; a sum risked.*

*steak, a slice of meat.*

*pause, a stop.*

*paws, feet of a beast.*

## Lesson 21.

first	al to
second	flock
third	an tic
fourth	al um
fifth	a part
sixth	a rose
seventh	at om
eighth	a void
ninth	ap ply
tenth	arm or

## Lesson 22.

float	a rouse
wheel	an gler
art ful	ag o ny
ar rive	sub mit
at tack	aim less
a muse	ap point
fol low	av er age
ap peal	Am a zon
ap pear	awk ward
al cove	A mer i can

**Lesson 23.**

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
ox	ox en	this	these
die	dice	louse	lice
foot	feet	tooth	teeth
man	men	goose	geese
that	those	mouse	mice
pen ny	pence	wom an	wom en
child	chil dren	broth er	breth ren

1. Write seven sentences, using the words in the first column.

2. Rewrite the seven sentences, using the words in the second column.

**Lesson 24.**

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
cup ful	cup fuls	pi ä no-for te	pi ä no-for tes
ox-cart	ox-carts	man-ser vant	men-ser vants
spoon ful	spoon fuls	sis ter-in-law	sis ters-in-law
horse man	horse men	court-mar tial	courts-mar tial
mouth ful	mouth fuls	brother-in-law	brothers-in-law

1. Copy the words that mean but one.

2. Write from memory, opposite each word, its plural.

3. Copy the plurals and write the singulars from memory.

4. What name has been given to the *o* heard in *ox*? to the *o* in *forte*?



## Lesson 25.

MALE.	FEMALE.	MALE.	FEMALE.
boy	girl	son	daugh ter
man	wom an	un cle	aunt
broth er	sis ter	neph ew	niece
fa ther	moth er	mas ter	mis tress
hus band	wife	pa pa	mam ma

1. Which words are monosyllables? dissyllables?
2. Which dissyllables are accented on the last syllable?
3. Write from memory, opposite the names of females, the names of the corresponding males.
4. Who is meant by an uncle? an aunt? a nephew? a niece?

## Lesson 26.

MALES.	FEMALES.	MALES.	FEMALES.
bull	cow	bride groom	bride
horse	mare	gen tle man	la dy
monk	nun	king	queen
earl	count ess	lord	la dy
bach e lor	maid	youth	maid en
wid ow er	wid ow	sul tan	sul ta' na

1. Copy the names of males from the columns above.
2. Write from memory, opposite the names of males, the names of the corresponding females.

Lesson 27.

MALE.	FEMALE.	MALE.	FEMALE.
lad	lass	lion	li on ess
act or	act ress	heir	heir ess
po et	po et ess	ti ger	ti gress
proph et	proph et ess	tai lor	tai lor ess
gov ern or	gov ern ess	au thor	au thor ess

NOTE.—The ending *ess*, to denote a female, is gradually disappearing.

1. Copy the names of males from the columns above.
2. Opposite each name of a male write from memory the name of the female.

Lesson 28.

MALE.	FEMALE.	MALE.	FEMALE.
god	god dess	priest	priest ess
Jew	Jew ess	prince	prin cess
host	host ess	hunt er	hunt ress
gi ant	gi ant ess	jan i tor	jan i tress
doc tor	doc tress	mur der er	mur der ess
pa tron	pa tron ess	shep herd	shep herd ess

1. Copy the names of females from the columns above.
2. Opposite each name of a female write from memory the name of the male.
3. Why do *Jew* and *Jewess* begin with capitals?
4. What is the difference in meaning between the words *princes* and *princess*?

**Lesson 29.**

na sal	gyp sy
la pel'	just ly
reck on	rec tor
law less	op tics
jail er	lav ish
dis tract	pal ate
pen sion	jus tice
loz enge	nine ty
qual i ty	sav age

**Lesson 30.**

clip per	li a ble
clois ter	can cer
dis turb	gi raffe'
bal loon	lär ynx
dis tress	lect ure
o pen ly	ga zelle'
hër e tic	pas sion
ar ri val	gild ing
in' cense	giz zard

**Lesson 31.**

clothe	gest ure
no bly	qua ver
in dex	nim ble
hër on	säun ter
fau cet	ghast ly
ban dit	re deem
her mit	quar tet'
jum ble	fare well

**Lesson 32.**

mol li fy	can o py
ex e cute	cam e ra
fan ci ful	pen ance
ab' stract	per ceive
in di cate	pe ti tion
bal us ter	ging ham
ab surd ly	pen i tent
a cad e my	u ni verse

**Lesson 33.***Dictation.*

No park — no ring — no afternoon gentility —

No company — no nobility —

No warmth, no cheerfulness, no healthful ease,

No comfortable feel in any member —

No shade, no shine, no butterflies, no bees,

No fruits, no flowers, no leaves, no birds,

November!

Hoop.

**Lesson 34.**

used	speech	bear ing	pleas ing
guess	taught	fam i ly	fa vor ite
climb	played	quick ly	re peat ed
hedge	rea son	sen tence	wher ev er
young	al most	ques tion	com pan ion

1. Use the words in the second column in sentences requiring a question-mark at the end.

2. Write five *incomplete* sentences that may be completed with words from the columns above.

**Lesson 35.**

lawn	stayed	her self	dis tance
dröll	strange	feed ing	min is ter
perch	e nough	poul try	bor rowed
läugh	grave ly	or phans	au di ence
charge	moth er's	watch ing	pa tient ly

***Incomplete Sentences.***

Fill the blanks below with words from Lesson 35.

1. I have waited . . . . more than half an hour.
2. My brother cut the grass on the . . . . while I was . . . . for . . . . return.
3. One cannot help laughing at the monkey's . . . tricks.
4. Mary is . . . . the chickens and . . . . them with dough.

## Reviews.

## Lesson 36.

scalp	brit tle
niece	ty rant
steak	tun nel
de sign	tur ban
ceil ing	light ly
of fense	tight ly
or phans	tu mult
shoul der	bor row
ac tive ly	tum ble

## Lesson 37.

maid	nip pers
chalk	on ward
pause	has sock
climb	pro pose
ox en	brave ly
break	or chard
ea gle	ner vous
ex alt	tram ple
ex cel	pur pose

## Lesson 38.

sail or	tall est
beeves	eas i est
cel lar	trou sers
sphere	port ress
speech	prin cess
quartz	sen tence
pen cil	count ess
tongue	mis chief
thieves	ques tion

## Lesson 39.

e ras er	tri angle
cra vat	skel e ton
knuckle	in di rect
maid en	cyl in der
smil ing	di a logue
wharves	mus tache
neph ew	en' vel ope
or phans	ra di a tor
de pos it	what ev er

*Dictation.*

Hannah Moore said to Horace Walpole, "If I wanted to punish an enemy, it should be by fastening on him the trouble of constantly hating somebody."

The Bible says, "Better is a dinner of herbs where love is than a stalled ox and hatred therewith."

Lesson 40.

NOTE.—The word *boy's* means that one boy owns something. The word *boys'* means that more than one boy owns something. To denote ownership the apostrophe (') and letter *s* are usually added to names that are singular.

To denote ownership when the name is plural and ends in *s*, the apostrophe only is added.

man	men	man's	men's
horse	horses	horse's	horses'
Mary	Mary's	Henry	Henry's
giant	giants	giant's	giants'
prince	princes	prince's	princes'
officer	officers	officer's	officers'
hunter	hunters	hunter's	hunters'
scholar	scholars	scholar's	scholars'
teacher	teachers	teacher's	teachers'
shepherd	shepherds	shepherd's	shepherds'

1. Write statements, using all the words in the third column.
2. Write questions, using all the words in the fourth column.
3. Which words in the lesson mean more than one?
4. Use in sentences three words, not found in this lesson, that express ownership in the plural by adding the *apostrophe* and *s*.

In the nice bee, what sense so subtly true,  
From poisonous herbs extracts the healing dew?

POPE.

## Lesson 41.

I	my	our	they	my self
me	you	him	them	him self
we	she	hers	their	your self
us	her	ours	yours	our selves
he	his	mine	theirs	your selves
it	its	your	it self	them selves

1. Write four sentences, in which some of the following words are used in place of the name *Mary*; viz. *I, me, my, you, she, and her*. EXAMPLE: *Mary* said to *her* teacher, "*I* shall try very hard to learn *my* lesson."

2. Write four sentences, using the words *I, me, he, and him* instead of *John*.

## Lesson 42.

one	one's	ones	ones'	who ev er
who	whose	whom	oth ers'	which ev er
that	which	for mer	lat ter	who so ev er
both	what	ei ther	nei ther	what so ev er
oth er	oth er's	oth ers	an oth er	whom so ev er

1. Write statements showing that you can use correctly the words in the first two columns above.

2. Write questions using correctly the words in the third and fourth columns.

3. Which words in Lesson 42 are always plural?

**Lesson 43.**

<b>flour</b> , <i>ground grain.</i>	<b>wait</b> , <i>to stay.</i>
<b>flower</b> , <i>a blossom.</i>	<b>weight</b> , <i>heaviness.</i>
<b>weak</b> , <i>feeble.</i>	<b>vale</b> , <i>a valley.</i>
<b>week</b> , <i>seven days.</i>	<b>veil</b> , <i>a covering.</i>
<b>waist</b> , <i>part of the body.</i>	<b>dear</b> , <i>costly ; beloved.</i>
<b>waste</b> , <i>a desert ; to destroy.</i>	<b>deer</b> , <i>an animal.</i>
<b>hail</b> , <i>frozen rain ; to salute.</i>	<b>heal</b> , <i>to cure.</i>
<b>hale</b> , <i>sound, healthy.</i>	<b>heel</b> , <i>a part of the foot.</i>
<b>mist</b> , <i>watery vapor.</i>	<b>peace</b> , <i>quiet.</i>
<b>missed</b> , <i>passed by.</i>	<b>piece</b> , <i>a part ; a composition.</i>

**Lesson 44.**

Fill the blanks below with fit words from Lesson 43:

1. A . . . . of . . . . enveloped the mountain.
2. Achilles could be wounded only in his . . . .
3. I have bought a . . . . of ground.
4. For a . . . . the fire raged and laid . . . . the country.
5. Where is it written, "Physician, . . . . thyself"?
6. The strong ought to bear the infirmities of the . . . .
7. He was a . . . . and hearty man.
8. The . . . . of a sack of . . . . is forty-nine pounds.
9. The flesh of the . . . . is called venison.
10. Little Gertie, the . . . . of the family, is sadly . . . .
11. As on the sea of Galilee,  
The Christ is whispering, " . . . . "

WHITTIER.



## Lesson 45.

o gre	fil ter
thrift	le gal
ped al	glit ter
ad just	fil bert
fu ture	es cape
trow el	lob ster
nor mal	care ful
o ral ly	haz ard
lib er al	den tist

## Lesson 46.

nois y	nick ōl
tot ter	lev i ty
tick et	peb ble
prof it	tes ti fy
tin gle	man tle
guilt y	light en
fun ny	pat tern
lock et	scru ple
līn ing	mar ble

## Lesson 47.

screen	im port
scrawl	bod i ly
tim id	leg a cy
health	o pi um
thatch	de plore
cas tor	gloom y
hav oc	en slave
a dieu'	in tense'
ha ven	fur nace

## Lesson 48.

cur dle	mar gin
pup py	ped dler
wild ly	ob lique <sup>1</sup>
bish op	peas ant
bush el	ma rīne'
pur sue	or chard
whāl er	thim ble
week ly	twi light
fur row	en tan gle

## Lesson 49.

cas u al	blun der	pud dle	in form al
bod īce	act u ate	bur den	om ni bus
bold ly	de range	har row	punct u al
ca reer'	hag gard	good-by'	harts horn
de note	glim mer	name ly	pro nounce

<sup>1</sup> Pronounced ob leek'.

**Lesson 50.**

sieve	would	pant ing	wished
vain	wound	plot ting	pre cise ly
year	pic nic	wrenched	pres i dent
veils	will ing	wood pile	yes ter day
voice	watched	par tridge	prin ci ples

1. Which words above contain the sound of long *a*?
2. Which words contain short *i*?
3. Which words contain two vowels written together and representing but one sound?
4. What word contains two vowels written together, each of which is sounded?

**Lesson 51.**

fit ly	en list	tan gle	tor ment
tri al	en join	fit ting	tër ri fied
fit ful	en rich	tat ting	think ing
tak en	en gulf	thick et	tor ment ed
though	en large	talk ing	tor ment ing

NOTE. — Some words have several different *forms*, or ways of spelling: as, *talk, talks, talked, talking*.

1. Write all the forms of *take*, *enlist*, and *fit*.
2. Write sentences showing that you can use correctly all the forms of *fit*.
3. What two syllables above have no vowel sound?

## Lesson 52.

Copy and learn :

"Let us gather up the sunbeams,  
Lying all along our path;  
Let us keep the wheat and roses,  
Casting out the thorns and chaff;

"Let us find our sweetest comfort  
In the blessings of to-day;  
With a patient hand removing  
All the briers from our way."

## Lesson 53.

draft	ra zor
fiend	waf fle
du et	af firm
wield	wal let
yawn	a blaze
yearn	drear y
depth	war ble
width	stȳl ish
a gree	dur ing
a light	warmth
drench	a breast
fod der	hate ful
wag on	war fare
wak en	dream y
wad dle	per haps

## Lesson 54.

year ly	weath er
driz zle	wake ful
yār row	weak ness
weav er	al pha bet
dole ful	as sem ble
du ti ful	young ster
weight y	grat i tude
sul phur	a bun dant
dwin dle	ad van tage
lean ness	a gree a ble
wed ding	a gree ment
griev ous	ap pear ance
dread ful	ad mit tance
dwell ing	a maze ment
and i ron	a muse ment

**Lesson 55.**

quilt	raf fle	sa lute	par tial
quote	ras cal	sălm on	part ner
rac er	quaint	sam ple	quick en
pa rōl	par lor	ran sack	sal e ra tus
quake	par don	rap id ly	sal va tion

1. Write sentences, using the words *pardon*, *sample*, *ransack*, *partial*.

2. Write questions, using the same four words.

**Lesson 56.**

tease	tat ter	tack le	tar di ly
tăr ry	tas sēl	va cate	va grant
val id	va cant	vain ly	un civ il
talked	tan ner	un dress	un couth
tak ing	um pire	un clean	tel e gram

Write sentences, using the words *telegram*, *uncouth*, *tarry*, *vagrant*, and *valid*.

**Dictation.**

Nightly forbear to close thine eyes to rest,  
 Ere thou hast questioned well thy conscious breast,—  
 “What sacred duty have I left undone,  
 What act committed that I ought to shun?”  
 And, as fair Truth or Error marks the deed,  
 Let sweet applause or sharp reproach succeed.

## Lesson 57.

*Dictation.*

Poor Richard says, "Three removes are as bad as a fire"; and again, "Keep thy shop, and thy shop will keep thee"; and again, "If you would have your business done, *go*; if not, *send*."

FRANKLIN.

1. What does Franklin mean by saying, "Three removes are as bad as a fire"?

2. Write ten words from the letters in *dearth*.

deal	car go	dearth	de cline
barge	barque	ab sorb	can vass
act ed	bal lad	ac cord	bap tism
ca per	bar ren	a bound	dec i mal
ad age	dead ly	car a van	cam phor

## Lesson 58.

eel	fēr ule	ed it or	feel ing
garb	gai ter	hank er	fa tigue
hang	har dy	el e vate	in spect'
game	fend er	e nig ma	hand ful
ga ble	ham per	gam mon	feath ers

1. What is the meaning of "Keep thy shop, and thy shop will keep thee"?

2. What do you think is the meaning of Franklin's third maxim?

Lesson 59.

*Dictation.*

1. The emperor of Turkey is called the *Sultan*.
2. The *shamrock*, or white clover, is the national emblem of Ireland; the *thistle*, that of Scotland.
3. *Tapioca* is prepared from the root of a plant.
4. *Polyps* are animals which look like flowers, and live in the sea.

sul tan	at tire	this tle	sum mit
stan za	clo ver	sub sist	Scot land
Tur key	a noint	Ire land	nă tion al
em blem	pol yps	ap pe tite	sham rock
a wak en	tap i o ca	em per or	par a graph

Lesson 60.

*Dictation.*

*Salt* is found in salt lakes and springs; it also occurs in rock-like masses in mines. In Russia, bread and salt are offered to guests, and to eat salt with an Arab is to make him a friend.

guest	guests	friends	friend ly
of fer	of fers	springs	of fer ing
bread	sa line	salt ish	friend less
spring	fren zy	of fered	friend ship
friend	Rus sia	Rus sian	friend li ness

**Lesson 61.**

Commit to memory and then write:

There are soft words murmured by dear, dear lips,  
 Far richer than any other;  
 But the sweetest word that the ear hath heard  
 Is the blessed name of "Mother."

**Lesson 62.**

fin gers	leaped
jumped	squeal
mo tion	looked
as sign	kicked
am ber	ob tain
as pire	hopped
mis take	hon est
freck led	hol low
splashed	mat ter

**Lesson 63.**

är id	fast est
a pex	sit ting
al lot'	pleased
al lay'	slipped
as sert	loft i ly
är ray'	light ed
a maze	leath er
am ble	sigh ing
as sure	put ting

**Lesson 64.**

numb	mod est
gul ly	stopped
guard	short er
en try	min ute
be lief	sweet ly
sil ver	shout ed
spring	no bod y
an nex	hummed

**Lesson 65.**

ar dent	mul lein
a mend	ju ni per
as' pect	hunt ing
a midst	pleas ure
asth ma	men tion
as sault'	nod ding
as tound	o pin ion
am bush	know ing

Lesson 66.

"The lion is one of the largest of the cat tribe, being as long as an ox, but not standing quite so high. His strength is so great, that with one stroke of his paw he can crush the head of a buffalo, and can carry off the body of a man as easily as a cat can carry off a mouse."

prey	years	af fair	strength
tribe	sleeps	thir ty	buf fa lo
teach	hunts	ad vice	ad vance
stroke	a drift	ad mire	stand ing
a cute	a cross	ac quire	moon beam

Lesson 67.

"The lion and lioness take good care of their young ones, and, when they are about five or six months old, take them out and teach them to hunt and kill for themselves. The young stay with their parents about three years. Lions live thirty or forty years, but are full grown at eight."

aisle	blade	a float	bis cuit
air y	bil let	mo rass'	af fright
al ter	bit ter	be yond	black en
a like	bi ped	a gen cy	black ing
a gree	a larm	bī' cý cle	Mor mon
a gent	moss y	bind ing	mu lat to
mood y	mo rose'	mos qui to	mul ber ry



## Lesson 68.

"The elephant is the largest animal that lives on the land. Its home is in Africa and Asia. It has enormous tusks, from which comes the ivory that is used in making combs, knife-handles, chessmen, and many other beautiful and useful articles."

mint	chore	choice	quaff
chew	chord	choose	quin sy
mule	chill y	chos en	ar ti cles
chief	chis ěl	cho rus	Mes si ah
tusks	mil let	mul let	Chris tian
minx	mul ish	min' u et	chess men
choke	mak ing	chest nut	el e phant
combs	min now	mil li ner	e nor mous

## Lesson 69.

daub	cin der	cir cus	en close
dame	dark ly	ci pher	end less
en vy	en dure	em pire •	dar ling
dance	chub by	en dear	chuck le
e qual	damp er	en camp	en trance

1. Write five questions, using the words in the first column.
2. Write five statements, using the words *damp*er, *en*close, *en*dear, *en*dure, and *en*trance.
3. Make words by adding letters to *en*camp.

Lesson 70.

"Work, work with all your might,  
Never be idle from morn till night;  
For nothing in all the world can compare  
With honest labor, free from care."

<b>wade</b> , to walk in the water.	<b>berth</b> , sleeping-place in a ship.
<b>weighed</b> , did weigh.	<b>birth</b> , coming into life.
<b>berry</b> , a small fruit.	<b>dew</b> , moisture from the air.
<b>bury</b> , to put under ground.	<b>due</b> , owing ; proper.
<b>peal</b> , a loud noise.	<b>foul</b> , dirty ; unfair.
<b>peel</b> , to strip off the skin or bark.	<b>fowl</b> , a bird ; a cock or hen.
<b>leaf</b> , of a tree or book.	<b>heard</b> , did hear.
<b>lief</b> , willingly.	<b>herd</b> , of cattle.
<b>one</b> , a number.	<b>know</b> , to understand.
<b>won</b> , gained.	<b>no</b> , a word of denial.

Lesson 71.

Supply the blanks from the columns above:

1. The thunder crashed, . . . . on . . . .
2. He is as brown as a . . . .
3. "Let the dead past . . . . its dead."
4. The . . . . was wet with . . . .
5. The . . . . s in the barn-yard made a great noise when the . . . . of cattle went by.
6. ". . . . in the balance and found wanting."
7. A great victory was . . . .

## Lesson 72.

queer	but ter	car ry	serv ants
spouts	be come	per haps	cloth ing
cheese	hard ly	bed ding	Christ mas
wealth	use ful	rein deer	de li cious
whis tle	whis tles	whis tling	whis tled

Supply the blanks from the columns above:

The . . . . are very . . . . to the people in the region where they are found. They . . . . the people wherever they wish to go, and furnish them with milk, . . . . , and . . . . The flesh is . . . . , and the skin furnishes . . . . and . . . .

Write what you know of the reindeer.

## Lesson 73.

bale	driv er .	cab i net	ab stain
ca det	dab ble	cal u met	bag gage
balm y	dan cer	cam bric	bal ance
ab rupt	won ders	cal lous	back ward
a buſe	a bus es	a buſed	a bus ing

1. Write sentences, using *abstain*, *abuse*, *balance*, *balmy*, and *dabble*.
2. What is a *calumet*, by whom used, and for what?
3. When you travel by cars, how is your heavy baggage carried?
4. Cotton is sold by the bale; where is it raised?

**Lesson 74.**

*Dictation.*

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—HORACE MANN.

*Abbreviations.*

<b>A. M.</b> . . Before noon; Master of Arts.	<b>Ans.</b> . . . Answer.
<b>lb.</b> . . pound.	<b>Wm.</b> . . . William.
<b>Mr.</b> . . Mister.	<b>oz.</b> . . . ounce.
<b>St.</b> . . Street.	<b>Gov.</b> . . . Governor.
<b>Gen.</b> . . General.	<b>U. S.</b> . . . United States.
<b>A. D.</b> . . In the year of our Lord.	<b>Mrs.</b> . . . Mistress.
<b>Co.</b> . . Company; County.	<b>gal.</b> . . . gallon.
<b>Rev.</b> . . Reverend.	<b>Messrs.</b> . . Gentlemen.
<b>P. M.</b> . . Postmaster; Afternoon.	<b>Fred.</b> . . . Frederic.
<b>Geo.</b> . . George.	<b>P. S.</b> . . . Postscript.
<b>Dr.</b> . . Doctor; Debtor.	<b>Prof.</b> . . . Professor.
<b>R. R.</b> . . Railroad.	<b>qt.</b> . . . quart.

**Lesson 75.**

Copy the following sentences, using complete words in place of the abbreviations:

The Eng. East India Co. was established A. D. 1599.

Wm. Lloyd Garrison, the great Abolitionist, lived to see the slaves freed.

Gen. Grant was President of the U. S. for eight years.

Gov. Everett lives on Beacon St.

Geo. Johnson bought of Messrs. Ellis and Streeter 5 oz. of quinine.

Rev. Fred. Wilson and Ezra Scott, A. M., were appointed on the committee.

## Lesson 76.

new ly	slov en
tär iff	sly ness
lar va	slan der
vague	dea con
ad vise	skein
re call	cap tive
a dapt	smear
tab let	sledge
ush er	large ly
a dorn	slēa zy
ma jor	stel lar
wa ger	snaf fle

## Lesson 77.

jos tle	joy less
af fect	gen teel
jo cose'	de cen cy
de cide	bat ter y
can ter	wea ri ly
dear ly	ed u cate
jo vi al	cap i tol
base ly	war bler
neu ter	fed er al
neu tral	lan guid
can vas	sla ver y
bea con	el e gant

## Lesson 78.

star tle	slat tern
stee ple	slight ly
um ber	sloth ful
zeph yr	smug gle
wab ble	slug gard
tan dem	snob bish
up ward	sneak ing
steer ing	sta tion er

## Lesson 79.

fath om	bay o net
val iant	slip per y
skip per	man a cle
man age	car a way
em balm	gen er ate
a bil i ty	ma lā' ri a
skip ping	har mo ny
slaugh ter	smat ter ing

1. Make five statements, showing that you know the meaning of the words *tariff*, *manacle*, *bayonet*, *battery*, and *ability*.

2. Write two questions, using *advise* and *advise*.

Lesson 80.

"The camel looks a little like the llama, but it is very much larger than a horse, and it stands very high. There are two kinds of camel: One kind has two humps upon its back; the other has only one.

"The home of the camel is in Africa and Asia, and it is formed for living on and traveling over, the rocky and sandy deserts of those countries."

seal	shark	wea sel	leop ard
hare	whale	wal rus	rac coon
shad	moose	tër ri er	an te lope
mole	poo dle	hër ring	grey hound

Lesson 81.

nails	pop u lar	lus cious	gar land
gim let	lul la by	earth en	harm less
des ert	pur suit	ham mer	de fine
fag ot	cord ial	had dock	hail stone
llä ma	clôth ier	ham mock	trav el ing

Fill the blanks with words selected from the columns above:

- Articles made of baked clay are called . . . .
- After the shower, John picked up a . . . . as large as a walnut.
- A . . . . is used to drive . . . .
- The children wove a . . . . for the May Queen.
- The . . . . is found in South America.

## Lesson 82.

knob	kneel	keen ly	thun der
ri ot	knave	gar den	lat tice
jeer	el der	jog gle	lan tern
jerk	vis it	qua ker	keep sake
rash	vow el	tin kle	la bor er
faint	vi per ,	vic tim	im pa tient
fair y	im age	lath er	im par tial
false	re cite	tick le	im per fect
joist	rip ple	lat ter	earth quake
jew el	re buke	throne	im por tant

1. Should the *e* be sounded in *vowel*? in *garden*?
2. Which words above have no accent? Why?
3. Which words are accented on the first syllable?  
Which on the second?
4. Write three sentences, using the words *image*, *jeer*, and *joist*.
5. Write one sentence, using the words *visit*, *lattice*, *ripple*, *garden*, and *tinkle*.

## Lesson 83.

Copy, learn, and write from memory:

“He that holds fast the golden mean,  
And lives contentedly between  
The little and the great,  
Feels not the wants that pinch the poor,  
Nor plagues that haunt the rich man’s door.”

**Lesson 84.**

Copy and learn :

“Beautiful faces are they that wear  
The light of a pleasant spirit there;  
It matters little if dark or fair.

“Beautiful hands are they that do  
Deeds that are noble, good, and true;  
Busy with them the long day through.

“Beautiful feet are they that go  
Swiftly to lighten another's woe,  
Through summer's heat or winter's snow.

“Beautiful children, if, rich or poor,  
They walk the pathways sweet and pure  
That lead to the mansion strong and sure.”

**Lesson 85.**

ed dy	hab it	hard en	har vest
edge	fa mous	ef fect'	hatch et
fan cy	gath er	ef fort	mo roc co
fault	ex tinct	gal lant	gen er ous
el bow	fat ten	gar ment	fare well
vas sal	val et	ex pert	e voke'
vi ands	vam pire	a base'	ex ult'
van dal	ven om	in sure	e lāt ed

1. Write the following words so that they will mean more than one: *eddy, edge, elbow, hatchet, fancy.*

2. Use the words that you have written, in sentences.



## Lesson 86.

Oh, many a shaft, at random sent,  
 Finds mark the archer little meant!  
 And many a word at random spoken,  
 May soothe, or wound, a heart that's broken!  
SCOTT.

Write in your own words the meaning of the lines above.

yard	par ish	bal let	par ti cle
yield	a broad	bak ing	your self
a corn	scaf fold	pär a sol	youth ful
a dopt	ac cuse	pas sage	ac ci dent
ban jo	scis sors	band age	par tic u lar

Write about the *acorn* and the tree that grows from it. Tell some of the uses of the wood.

## Lesson 87.

baste	sat in	daz zle	bar rack
bathe	can non	debt or	scēn er y
ca ble	pās try	pas sive	pas tor al
dal ly	calm ly	pas time	deaf ness
pat ent	scep ter	bar gain	cal en dar
six ti eth	a bridge	a bol ish	mon o tone
eight i eth	stock ade'	af fa ble	ac cu ra cy

Write about a *stockade* and a *barrack*, telling the use of each.

Review.

Lesson 88.	Lesson 89.	Lesson 90.	Lesson 91.
deer	doc ile	warmth	cal lous
will	poi son	prin ces	weighed
lief	re cess	par tial	bi cy cle
men's	daz zle	be lieve	bis cuit
waist	bal let	par a sol	friends
rinse	tas sel	pas sage	of fi cers
salve	dis arm	pas sive	shep herd
yield	scarce	bar rack	ac ci dent
piece	ef fort	dis ease	cal en dar
lathe	quaint	gal lant	rein deer
fault	wea sel	hal i but	chest nut
knave	gim let	lat tice	strength
joist	wealth	la bor er	af fright
false	chis el	ham mocks	wrenched
birth	cho rus	had dock	im pa tient
aisle	chill y	leop ard	im par tial
veils	ci pher	ter ri er	coun tries
yearn	pol yps	rac coon	de li cious
salm on	fren zy	ab stain	trav el ing
weight	wal let	a bus ing	prin ci ples

The man who gives his children habits of industry provides for them better than by giving them a fortune.—WHATELY.

“Mid pleasures and palaces though we may roam,  
 Be it ever so humble, there's no place like home!  
 A charm from the skies seems to hallow us there,  
 Which, seek through the world, is ne'er met with elsewhere.”

## Lesson 92.

<b>lain</b> , <i>reclined.</i>	<b>aught</b> , <i>anything.</i>
<b>lane</b> , <i>a narrow road.</i>	<b>ought</b> , <i>is bound by duty.</i>
<b>ale</b> , <i>a kind of beer.</i>	<b>lade</b> , <i>to load.</i>
<b>ail</b> , <i>to be ill.</i>	<b>laid</b> , <i>placed.</i>
<b>base</b> , <i>very mean ; foundation.</i>	<b>tacks</b> , <i>small nails.</i>
<b>bass</b> , <i>a part in music.</i>	<b>tax</b> , <i>a government charge.</i>
<b>ware</b> , <i>goods.</i>	<b>flea</b> , <i>an insect.</i>
<b>wear</b> , <i>to have on.</i>	<b>flee</b> , <i>to run away.</i>
<b>slay</b> , <i>to kill.</i>	<b>knead</b> , <i>to work dough.</i>
<b>sleigh</b> , <i>for traveling on snow.</i>	<b>need</b> , <i>to want.</i>

Put the right word in the right place.

1. A heavy . . . . is . . . . upon some . . . . s.
2. Cooks . . . . to . . . . their bread in order to make it healthful.
3. Who does not like to hear the . . . . -bells?
4. The vessel was . . . . n with fruit.
5. The . . . . of the monument was granite.

## Lesson 93.

Copy, learn, and write from memory:

“Work there is for every one!  
 Duties you have left undone  
 Wait you still!  
 Do your duty; do the right;  
 Then blow bubbles fairy-light,  
 If you will.”

**Lesson 94.**

faith	a byss
balk	ba con
calk	bad ly
fain	bāk er
midst	can dy
ear ly	can cel
gall	emp ty
knack	dēaf en
ha lo	ca nal
knell	gay ly
gain	im pel
lamb	me ter
met al	deal er
lank	fear less
loop	a board
knot	ab surd
jamb	ac quit
a cre	act ing

**Lesson 95.**

bal sam	ste a rīne
ban ner	ster num
stip ple	ac' ro bat
can did	ad here'
can not	ac quit' tal
dap ple	ad jā cent
dark en	ad mon ish
sti pend	fif ti eth
ut ter ly	vag a bond
a dor er	stī let to
yield ing	ste ve dore
gel a tīne	stat u ette
hard ship	stat u a ry
hard ware	a dul ter ate
neg a tive	stē re o scope
im prop er	ac cept ance
im pris on	ac a dem ic
im po lite	ad hēr ent

**Lesson 96.**

*Dictation.*

We knew it would rain, for, all the morn,  
 A spirit, on slender ropes of mist,  
 Was lowering its golden buckets down  
 Into the vapory amethyst  
 Of marshes and swamps and dismal fens,—  
 Scooping the jewels out of the sea  
 To sprinkle them over the land in showers.

T. B. ALDRICH.

## Lesson 97.

"We are but minutes,—little things;  
 Each one furnished with sixty wings,  
 With which we fly on our unseen track,  
 And not a minute ever comes back.

"We are but minutes,—yet each one bears  
 A little burden of joys and cares.  
 Patiently take the minutes of pain,—  
 The worst of minutes cannot remain."

bail	calm	dai sy	can dle
bait	ac id	ac cent	can ker
bang	a bed	ac cept	dag ger
bank	cam el	ban tam	dam age
damp	dai ly	cal i co	ab sence

## Lesson 98.

gāuge	fac ing	gen ius	gar ri son
eaves	fal ter	ear nest	hes i tate
ech o	gal lon	e clipse	health ful
ea ger	fa rī na	fail ure	hap pi ness
fau cet	gay e ty	har ness	hand ker chief

1. How many sounds in the word *gauge*? in *eaves*?  
*echo*? *faucet*? *gay*? *fail*? *eclipse*? *earnest*?

2. Write five questions, using the words in the first column.

3. Write about *farina*, how prepared, for what used.

Lesson 99.

"We are but minutes,—when we bring  
A few of the drops from pleasure's spring.  
Taste their sweetness while we stay—  
It takes but a minute to fly away.

"We are but minutes,—use us well,  
For how we are used we must one day tell.  
Who uses minutes, has hours to use,—  
Who loses minutes, whole years must lose."

jail	larch	kitch en	jack knife
dupe	le ver	jan i tor	ice-cream
kilt	knives	leath ern	ig no rance
joint	ice berg	i dle ness	laugh ter
jol ly	im i tate	kēr o sene	land scape

Lesson 100.

nĭche	pan sy	pal lid	oint ment
maize	mār row	ma chine	neigh bor
mag ic	mal let	naught y	oc ca sion
pal sy	mal ice	ob scure	o be di ent
pan el	pal ace	na tion al	o blig ing
ab jure	ab solve	ab rupt ly	ab lu tion
mulch	col or ing	mi ser ly	me lo de on
e mit	re clined	mor ti fy	mis'chie vous

What is a *machine*? Name one and describe it,  
telling the use to which it is put.

## Lesson 101.

"If wisdom's ways you wisely seek,  
 Five things observe with care:  
 To whom you speak, of whom you speak,  
 And *how*, and *when*, and *where*."

keep	jif fy	lad der	jour nal
i de' a	judge	i' ci cle	lag gard
i dle	ken nel	ill ness	lan guage
latch	joy ful	jeal ous	ig no rant
las so	kin dle	knock er	knap sack

## Lesson 102.

"Never think that you can make yourself great by making another less."

o dor	nap kin	pa rade'	neat ness
main	oc cu py	ob serve	mack er el
na val	oc tave	pac i fy	nav i gate
pan ic	ob ject	ab stain	mag a zine
mag net	pan try	pain ful	nat u ral ly
o eher	o' di um	ox y gen	clar i o net
O ri' on	oc ta gon	oc u list	or' di nance

Write the names of five different machines.

Write the names of five different magazines.

Write two questions about a magnet.

Write two sentences using the words *navigate* and *odor*.

Lesson 103.

If **always** the statesman attained to his hopes,  
 And grasped the great helm, who would stand by the ropes?  
 Or if all dainty fingers their duties might choose,  
 Who would wash up the dishes, and polish the shoes?

*Mother Goose for Old Folks.*

helm	hopes	pōl ish	at tained
du ty	might	du ties	in struct
ov en	shoes	dish es	mis trust
waste	no ble	po lite	states man
grasp	grasps	grasped	grasp ing

Lesson 104.

wove	weave	wor ry	weav ing
wrote	wo ven	wring er	wor ship
wreck	worth	wrin kle	wrin kled
wrath	whine	wrig gle	wrong ful ly
ze bra	whirl	wres tle	wood bine
wretch	whim	wool en	wood cut
wit ty	will ful	wil low	wood-cut ter
wise ly	wiz ard	wool ly	wine-glass

*Dictation.*

Think not that literature is useful only to the man of letters, science only to the scientist, good manners only to the man of the world. The poor man should not be ignorant, for education and knowledge are useful to him. They are not mere ornaments; they are things as sacred as religion.—**RENAN**



## Lesson 105.

parse	pa per	sa cred	quar rel
quack	pâr ent	sad dle	rap ture
quail	rag ged	safe ty	pan ther
ral ly	râr i ty	sal a ry	satch el
quench	rat tan	quar ry	pas time

True worth is in *being*, not *seeming*,—

In doing, each day that goes by,

Some little good,—not dreaming

Of great things to do by and by.

For, whatever men say in blindness,

And spite of the fancies of youth,

There's nothing so kingly as kindness,

And nothing so royal as truth.

ALICE CARY.

## Lesson 106.

vault	wa fer	wal low	va ca tion
tal on	waltz	war rant	um brel la
ta per	tal ent	ve hi cle	waste ful
tal ly	tar get	un a ble	un fair ly
val ue	va lise	un eas y	un cer tain
an nals	or ehis	ord nance	o rig i nal
op' er a	ten on	of fi cial	or' ehes tra

1. Tell in your own words, from the lines above, in what true worth consists.

2. What is said of kindness?

3. What is said of truth?

**Lesson 107.**

<b>all</b> , <i>the whole number.</i>	<b>rye</b> , <i>a grain.</i>
<b>awl</b> , <i>a tool.</i>	<b>wry</b> , <i>twisted.</i>
<b>beau</b> , <i>a fine, gay man.</i>	<b>ewe</b> , <i>a female sheep.</i>
<b>bow</b> , <i>something for shooting arrows.</i>	<b>you</b> , <i>person spoken to.</i>
	<b>yew</b> , <i>a kind of tree.</i>
<b>bough</b> , <i>a branch.</i>	<b>meat</b> , <i>animal food.</i>
<b>bow</b> , <i>to bend; front part of a ship.</i>	<b>meet</b> , <i>to come together.</i>
	<b>mete</b> , <i>to measure.</i>
<b>choir</b> , <i>a band of singers.</i>	<b>sea</b> , <i>large body of salt water.</i>
<b>quire</b> , <i>24 sheets of paper.</i>	<b>see</b> , <i>with the eyes.</i>
<b>cruel</b> , <i>unkind.</i>	<b>yoke</b> , <i>for the neck; a couple.</i>
<b>crewel</b> , <i>soft yarn.</i>	<b>yolk</b> , <i>of an egg.</i>

**Lesson 108.**

Fill the blanks below with the right words selected from Lesson 107:

1. Do . . . . the water dash upon the ship's . . . . as she plows her way through the . . . . !
2. Our . . . . sings finely.
3. When shall we . . . . again?
4. The arrow flew from the . . . . and grazed the trunk of the . . . .
5. . . . . gives strength to the body.
6. How many . . . . s are there in a ream?
7. A . . . . of oxen is plowing the field where the . . . . grew.

## Lesson 109.

lair	lan cet	odd i ty	rad i cal
ea sel	cac tus	bab oon'	gam bler
pa gan	pāl ing	mag pie	gau di ly
pal ate	badg er	jack ass	hap pi ly
la bor	ram ble	pad dle	qui et ly

## Lesson 110.

rash ly	eb o ny	bail iff	maj es ty
jack al	jāve lin	neg lect	jack daw
pad dle	fāl con	need ful	op er ate
gawk y	ig nore'	dam sel	earl dom
pat ter	pa ter' nal	pa tel' la	pass a ble

## Lesson 111.

baf fle	har bor	dam ask	rain bow
fab ric	hār' ass	ca boose'	mad ness
ca jole'	id i om	com fort	a ban don
cack le	la ment	kid nap	ma don na

1. Write sentences, using the words *rashly*, *harass*, *lair*, and *baffle*.

2. What use is made of *ebony*? of a *caboose*? of an *easel*? of a *lancet*? of a *harbor*?

3. What other name for the badger? Describe the animal, telling where he may be found, the use made of his hair, etc.

## Lesson 112.

## THE CAT AND THE BIRDS.

A Cat, hearing that some Birds which lived in a martin-box near by were ill, put on his spectacles and his overcoat, and made himself look as much as possible like a doctor, and went and knocked at the door. "I hear you are all sick," said he. "Let me in and I will give you some medicine, and cure you." "No, thank you," said the Birds, who saw his whiskers, and knew it was their enemy, the Cat; "we are all well enough,—much better than if we should open our door and let you in."—Æsop.

Write the story of "The Cat and the Birds" in your own language.

## Lesson 113.

gru el	riv et	edg ing	del i cate
id i ot	ru mor	doc tor	foot stool
jounce	rus tle	whis kers	spec ta cles
knock	knocks	knock ed	knock ing
hymn	bil low	pos si ble	mar tin-box

*Dictation.*

"When I see a man enamored of knowledge allow himself to yield to its charms, and run from one kind to another, not knowing where to stop, I think I see a child on the sea-shore collecting shells, beginning by loading himself with them; then, tempted by those he still sees, throwing some aside, picking others up, until, weighted down by their number, and no longer knowing which to choose, he ends by rejecting everything, and returns empty-handed. — ROUSSEAU.

## Lesson 114.

Copy and explain the following maxims:

1. "The eye of the master will do more work than both his hands."
2. "Want of care does us more damage than want of knowledge."
3. "A life of *leisure* and a life of *laziness* are two things."

joke	gouge	late ly	im merse
jolt	knout	last ing	im mor tal
junk	knot ty	knav ish	in ac tive
lard	job ber	in come	jas mine
lash	knur ly	im bibe	land lord
moan	knav ery	ver dant	mu tu al

## Lesson 115.

na vy	need y	out fit	mam moth
o pen	ni ce ty	mag ic	car mīne
malt	neigh	mad den	cas tile
ot ter	nov el	op press	cau tious
owe	quest	eas ing	ceil ing
rate	rab id	realm	o ver see'
reap	shell	set tle	paint er
rear	parch	ped dler	out right
o val	read y	que ry	par a ble

Write in column the words above that have long *a*, short *a*, Italian *a*, and broad *a*, respectively.

**Lesson 116.**

ANNIE SPELLMAN, of New Orleans, writes to her cousin, MARY WIEDMAN, of Chicago.

Her letter is dated Feb. 16, 1887. She tells her cousin of the warm days of spring,—of the flowers and singing birds. She describes the great river running through the city,—tells her of the steamboats and sailing-vessels, and of the strange sights that may be seen almost any day on the levee.

Write Annie's letter in full.

**Lesson 117.**

**Lesson 118.**

raid	rap id	sew er	sen try
lo cal	hum bug	meth od	head ache
low ly	hour ly	lob ster	high ness
loy al	heart y	lu na tic	hōr ri ble
may or	grit ty	mass ive	mid night
mel on	gro cer	mas tiff	mer chant
mim ic	lo cate	mis lead'	loop hole
mir ror	lov age	land ing	house hold
min gle	live ly	hurt ful	light ning
liv er y	lus ter	hea then	mon strous
law yer	mar vel	heark en	read i ness
lard er	ma ture'	haugh ty	pris on er
hy phen	mead ow	grum bler	pro ba tion
wis dom	wit ness	truth ful	tom a hawk

## Lesson 119.

Copy and learn:

Better than grandeur, better than gold,  
Than rank or titles, a hundred fold,  
Is a healthy body, and a mind at ease,  
And simple pleasures that always please.  
A heart that can feel for a neighbor's woe,  
And share in his joy with a friendly glow,  
With sympathies large enough to infold  
All men as brothers, is better than gold.

ALEXANDER SMART.

woe	ar gue	dis tant	sym pa thies
glow	tit tle	sim ple	pleas ures
gold	mind	health y	neigh bors
than	share	anx ious	a pos tles
rank	in fold	broth ers	grand eur

1. Write the poem above from memory.
2. How many capital letters have you used in writing the poem, and why did you use them?
3. What sounds in the word *enough*? in *neighbor*?

## Lesson 120.

chop	fe ver	a bid e	tire some
grab	rig id	in sane	hope ful
batch	shove	mo lest	queer ly
numb	known	ex cept	o ra tion
jump	lend er	de cay	part ly

**Lesson 121.**

de bate  
de ceit  
de cent  
East er  
eight y  
fac tor  
gar get  
hal loo'  
hal low  
mil dew  
lad ing  
lac ing  
lug gage  
jin gle  
bal last  
res cue  
cap tain  
earth ly  
el e ment  
pri ma ry

**Lesson 122.**

ill-will  
im prove  
jog ging  
in ci dent  
ca lam i ty  
dain ti ly  
erin kle  
im mod est  
main tain'  
o mis sion  
quo tient  
ac com plish  
hair-brush  
ju di cious  
joy ous ly  
jug gler y  
leg is late  
lig a ment  
life less ly  
lib er al ly

**Lesson 123.**

lone some  
lo cal ly  
lu di crous  
loy al ly  
ma li cious  
mår i gold  
mas ter ly  
ma te ri al  
lux u ri ate  
man li ness  
man da rin'  
ma rau der  
mar tyr dom  
mer ri ment  
mil i ta ry  
oc ta' vos  
mirth ful  
mi cro scope  
med dle some  
mag nif i cent

***Dictation.***

“Manual labor is a moral safeguard, a protection against sin.”

Work calms the passions, occupies the mind, and does not leave it time to think of evil.

Girls must be put at every kind of service, and made to work at what is burdensome, in order to make them robust, healthy, and intelligent. — MADAME DE MAINTENON.



## Lesson 124.

"Clay is a kind of earth usually found packed closely in solid beds. It is made of the fine dust of rocks which have been rolled over each other in brooks and rivers.

"Clay is ground up in a mill into a kind of putty, which is molded into the form of bricks. These are first dried in the sun, and then piled loosely in great stacks called kilns, and baked for several days."

kiln	crumb	hum ble	a live
jok er	pil fer	in jure	tal low
leak y	riv ers	close ly	tav erns
sol id	blithe	em bark	sys tem
wea ry	cat tle	rolled	tar nish

Write about *clay*, using the following questions as hints:

1. What is clay, and where is it found?
2. What is its color before it is baked?
3. What is the usual color of bricks? Are all bricks of the same color?

## Lesson 125.

moat	nov ice	won der	liz ards
rig or	o ri ent	tur tles	rep tiles
shears	fresh ly	in quest	tor tois es
lit ter	in cline	kin dred	pitch fork
to ken	re lig ious	mar ma lade	croc o diles

Write what you know about turtles and crocodiles.

**Lesson 126.**

häunch	hu mor	pew ter	op pose
re tail	plat ter	pes tle	un like
put ty	ur gent	per sist	na tive
wo ful	weap on	per plex	loose ly
wor thy	sad den	pe ri od	ten dril
tis sue	ur chin	per spire	Pu ri tan

**Lesson 127.**

sa ber	ker nel	lum ber	in fringe
toast	rack et	whin ny	ac cu rate
ut ter	pro fyle	brack et	ex poš ure
pro fess	quo rum	zeal ous	ve ran da
chat ter	pa cif ic	no ta ry	do min ion
ten sion	ter ri fy	text ure	tes ta ment
fur long	cur ren cy	cus to dy	pri va cy

**Lesson 128.**

zinc	ul cer	quiv er	ran som
ju ry	hoar y	scuf fle	wel come
lapse	no tion	in fuse	fa mil iar
knoll	the o ry	ves try	per se vere
wrench	ex panse	o di ous	moc' ca sin
swerve	wrap per	way ward	worth less
pref ace	whis per	war rior	whole some

## Lesson 129.

"The word *telegraph* means *far-writer*, and *telephone* means *far-talker*; the former enables us to send messages to a great distance, by means of signs carried over a wire by electricity; and by the other we are enabled to speak a great distance, so that a person at the other end of the wire can hear what we say."

wire	or i gin	sig nals	e lec tric i ty
or gan	cred it	plen ty	en a bled
poise	crick et	talk er	tel e graph
po em	toi let	crāy on	or di na ry
cra ter	writ er	ōr a tor	mes sage
bun dle	nee dle	ōr i fice	tel e phone
cro cus	bow er	fear ful	de crease
bus tle	bu reau	butch er	bun gler

## Lesson 130.

reb el	scut tle	tempt er	por cu pine
reign	re cīt al	ser vice	pos si bly
re gret	tat tler	cor rupt	tap es try
verge	ves per	tem ple	reck less
tar tar	por ter	set tler	tēr ri ble
sheath	sec tion	cut let	te di ous
se rene	ver min	sense less	po si tion
bur i al	cro chet	fra grant	fort u nate
for give	crim son	crys tal	floun der
for feit	fru gal	cuck oo	oul ti vate

## Lesson 131.

MARY WIEDMAN'S reply to her COUSIN ANNIE, under date of February 25, 1887.

She was very glad to hear from her,—thinks the spring weather must be delightful. In Chicago, it is very cold, with snow and ice. She would like to see the great river, with its levee and strange sights,—would like to show Annie the great lake, its wharves, vessels, and grain elevators,—invites Annie to spend a few weeks with her in June, and promises her some beautiful drives in the parks.

Write Mary's letter in full.

## Lesson 132.

mourn	gal ley	myr tle	peev ish
nymph	mold y	net tle	path way
gäunt	mor tar	ga le na	pad lock
mör al	mor sel	mis sion	gen tile
own er	mor tal	mis sive	gar den er
par son	mo tive	mixt ure	game ster
ped dle	muf fin	roos ter	pain less
pick le	mur mur	rogu ish	pale ness
gen ius	mus lin	pil grim	pave ment
gain er	muz zle	per form	move ment

1. How is *mortar* made, and for what is it used?
2. What is a *mortar*, and for what is it used?

## Lesson 133.

"The Chipmunk, or Striped Squirrel, is a very pretty and lively little creature, which makes its nest in a hole which it digs in the ground, near the roots of an old tree or under the shelter of a wall."

"The nest is made soft and warm with dry leaves, and near it is stored a large supply of walnuts, chestnuts, beechnuts, acorns, and grain. In the autumn the squirrel is very busy getting its store of food, and is often seen hurrying along to its hole with its cheek-pouches full of nuts and grain."

moist	im ply	halt er	hap pens
shirk	hair y	mod ern	hap pen ing
swap	shiv er	grat i fy	hap pen ed
czar	live ly	im port	chip munk
sur ly	hap pen	im pulse	stealth y

## Lesson 134.

steed	awn ing	grav i ty	trades man
bus y	an gry	a loud	hur ry ing
at las	mod el	rhyme	mon i tor
as pect	hur ries	au tumn	get ting
art ist	hur ry	pouch es	hur ried
taw ny	nib ble	ac cus tom	ad ven ture
sul len	swol len	at tract	ad vis a ble
stur dy	sur pass	an gri ly	ac cept a ble
sir up	sur geon	sup port	ap proach
squeeze	stam mer	sub scribe	an ec dote
stag ger	stub born	stut ter	busi ness

**Review.**

Lesson 135.	Lesson 136.	Lesson 137.	Lesson 138.
ail	hummed	stopped	ker o sene
ewe	sleigh	so ci e ty	sup plied
sure	ac cent	mul lein	gar ri son
flea	fau cet	ab sence	leath ern
bass	gay e ty	e clipse	oc ca sion
ac id	gal lon	zeph yr	moc ca sin
helm	fac ing	jeal ous	knap sack
knead	mal ice	ma chine	mag a zine
aught	i ci cle	ob serve	mack er el
dai sy	parade	satch el	grand eur
eaves	pac i fy	war rant	quo tient
pal sy	oc cu py	quar rel	tor tois es
maize	quar ry	bail iff	ac cu rate
niche	quench	har ass	sub scribe
knoll	rar i ty	scuf fle	ec cen tric
gauge	valise	man a cle	im pet u ous
quail	rat tan	lan guid	ne ces si ty
crumb	nov ice	will ful	re bel lion
be lief	liz ard	wiz ard	vac ci nate
squeal	blithe	ped dle	ma la ri a

**Dictation.**

Life is a short day, but it is a working day.—H. MORE.

Life is a quarry out of which we are to mold, and chisel, and complete our character.—GOETHE.

We live in deeds, not years; in thoughts, not breaths. We should count time by heart-throbs. He most lives who thinks most, feels the noblest, acts the best.—BAILEY.

## Lesson 139.

so lo	growth	war like	ter race
ve to	ten der	tem pest	prod uct
wa ry	pulse	warn ing	moist ure
grieve	mod i fy	ver sion	prod i gal
sol emn	ven ture	monk ish	sol i ta ry

Write sentences, using the words *veto*, *terrace*, *prodigal*, *product*, *wary*.

## Lesson 140.

groove	flim sy	flat ten	thor ough
grī m y	fret ful	fic tion	truth ful
flee cy	ful fill	foun dry	gor geous
gur gle	flut ter	pay ment	guilt less
gar gle	flick er	foun tain	won der ful

1. Write a sentence using a compound word and a question-mark.
2. Write a sentence using quotation-marks.
3. Write a sentence using an apostrophe and a caret.

In writing, we use commas (,), semicolons (;), colons (:), periods (.), question-marks (?), exclamation-points (!), dashes (—), marks of parenthesis ( ), and quotation-marks (" "). We use the hyphen (-) to connect the parts of a compound word. The hyphen is also used at the end of a line when one or more syllables of a word are written on the line below. We use the caret (^) to indicate that something has been omitted by mistake from a word or from a line.

Lesson 141.

C.O.D. . . .	collect on delivery.	Cr. . . .	Credit.
Alex. . . .	Alexander.	Benj. . . .	Benjamin.
Jas. . . .	James.	Esq. . . .	Esquire.
M.D. . . .	Doctor of Medicine.	Long. . . .	Longitude.
bbl. . . .	barrel.	N. A. . . .	North America.
Jos. . . .	Joseph.	Rec'd . . .	Received.
Lat. . . .	Latitude.	Thos. . . .	Thomas.
E. . . .	East.	Dan'l . . .	Daniel.
S. A. . . .	South America.	N. . . .	North.
Vol. . . .	Volume.	Sam'l . . .	Samuel.
No. . . .	Number.	Theo. . . .	Theodore.
Robt. . . .	Robert.	Supt. . . .	Superintendent.
W. . . .	West.	S. . . .	South.

Lesson 142.

Copy the following sentences, using complete words in place of the abbreviations:

1. Benj. Franklin, Alex. Hamilton, and Dan'l Webster were great statesmen.
2. Jas. Russell Lowell, the poet, lives at Cambridge, Mass.
3. The ship was lost off the coast of S. A., in Lat. 30° Long. 40°.
4. Write five sentences, using five other abbreviations from the list above.

*Dictation.*

No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes a man rich. He is rich or poor, according to what he *is*, not according to what he *has*.

BRECHER.



## Abbreviations (for Reference).

*States and Territories.*

Alabama . . . . .	Ala.	New York . . . . .	N. Y.
Alaska . . . . .	Alaska.	Mississippi . . . . .	Miss.
Arizona . . . . .	Ariz.	Missouri . . . . .	Mo.
Arkansas . . . . .	Ark.	Montana . . . . .	Mont.
California . . . . .	Cal.	Nebraska . . . . .	Nebr.
Colorado . . . . .	Col.	Nevada . . . . .	Nev.
Connecticut . . . . .	Conn.	New Hampshire . . . . .	N. H.
Dakota . . . . .	Dak.	New Jersey . . . . .	N. J.
Delaware . . . . .	Del.	New Mexico . . . . .	N. Mex.
District of Columbia . . . . .	D. C.	North Carolina . . . . .	N. C.
Florida . . . . .	Fla.	Ohio . . . . .	Ohio.
Georgia . . . . .	Ga.	Oregon . . . . .	Oreg.
Idaho . . . . .	Idaho.	Pennsylvania . . . . .	Pa.
Illinois . . . . .	Ill.	Rhode Island . . . . .	R. I.
Indian . . . . .	Indian T.	South Carolina . . . . .	S. C.
Indiana . . . . .	Ind.	Tennessee . . . . .	Tenn.
Iowa . . . . .	Iowa.	Texas . . . . .	Tex.
Kansas . . . . .	Kan.	Utah . . . . .	Utah.
Kentucky . . . . .	Ky.	Vermont . . . . .	Vt.
Louisiana . . . . .	La.	Virginia . . . . .	Va.
Maine . . . . .	Me.	Washington . . . . .	Wash.
Maryland . . . . .	Md.	West Virginia . . . . .	W. Va.
Massachusetts . . . . .	Mass.	Wisconsin . . . . .	Wis.
Michigan . . . . .	Mich.	Wyoming . . . . .	Wyo.
Minnesota . . . . .	Minn.		

## Lesson 174.

Copy the following names of States and Territories, and write from memory their abbreviations:

Alabama	Illinois	Alaska	Minnesota
California	Indiana	Missouri	Mississippi
Colorado	Louisiana	Dakota	Pennsylvania
Montana	Wyoming	Tennessee	Connecticut
Delaware	Arizona	Virginia	Massachusetts

## PART III.

---

### Lesson I.

#### *Dictation.*

OUR chief want in life is somebody who shall make us do what we can. This is the service of a friend. With him we are easily great. There is a sublime attraction in him to whatever virtue is in us. How he flings wide the doors of existence! — EMERSON.

#### *Names of Cities.*

Par is	To kī o	Vī en na	Cal cut ta
Pe kin	Ma dras'	Glas gow	Brook lyn
Ber lin	Mos cōw	Chi ca go	Liv er pool
Na ples	Lon don	New York	Phil a del phi a
Can ton'	Bom bay'	Ham burg	St. Pe ters burg
Bos ton	New port	Sar a to ga	Wash ing ton

1. Write the names of the countries in which these cities can be found.

2. Which of the cities can be reached by large vessels?

3. Which of them have you ever visited?

4. Describe your visit, or write what you have learned about any one of the cities named.

## Lesson 2.

*Different Forms of Words.*

dry	dri er	dri est	cold	cold er	cold est
bad	worse	worst	old	old er	old est
much	more	most	late	lāt er	lāt est
cool	cool er	cool est	far	far ther	far thest
slow	slow er	slow est	gen tle	gen tler	gen tlest

1. Copy the words in the first and fourth columns and write from memory the forms in the other columns.

2. Fill the following blanks from the columns above:

1. James is the . . . . of the four boys.
2. The sorrel is the . . . . of the two horses.

Write sentences showing the difference in meaning between the words in the first and fourth columns and those in the others; as, Monday was a cold day, Tuesday was colder, but Wednesday was the coldest of all.

## Lesson 3.

*Dictation.*

"Gold! gold! gold!

Bright and yellow, hard and cold,

Molten, graven, hammered, and rolled;

Heavy to get and light to hold;

Hoarded, bartered, bought, and sold,

Stolen, borrowed, squandered, doled;

Spurned by the young, but hugged by the old

To the very verge of the churchyard mold."

Lesson 4.

*Dictation.*

Sweet was the sound, when oft at evening's close  
Up yonder hill the village murmur rose.  
There as I pass'd, with careless steps and slow,  
The mingling notes came soften'd from below:  
The swain responsive as the milkmaid sung,  
The sober herd that low'd to meet their young,  
The noisy geese that gabbled o'er the pool,  
The playful children just let loose from school,  
The watch-dog's voice that bay'd the whispering wind,  
And the loud laugh that spoke the vacant mind,—  
These all in sweet confusion sought the shade,  
And fill'd each pause the nightingale had made.

GOLDSMITH.

1. What were the "mingling notes" spoken of in the fourth line?
2. Explain the words *swain* and *milkmaid*.
3. Explain the term, "bay'd the whispering wind."
4. Express in your own words the thoughts contained in the extract above.

Lesson 5.

balk y	rou tine	i den ti fy	par a gon
e dict	i dol ize	mo ment ous	mock er y
molt en	parch ment	par e gor ic	i dol a try
par boil	id i o cy	dif fi cult y	par a lyze
e di tion	e con o my	tel e scop ic	ed u ca tion
bam boo	ed u ca tor	com fort a ble	ed i to ri al
bale ful	id i ot ic	pa ren the sis	venge ance

## Lesson 6.

Sa rah	Eu gene	Phil ip	Clar ence
E li za	Mi chael	Phœ be	Har ri et
Al fred	Wil liam	Ger trude	Per ci val
Reu ben	Fran cis	Flor ence	Sol o mon
Mar tha	Fran ces	Ma til da	Law rence
Es ther	Mār i on	El ea nor	The o dore
Ber tha	Phin e as	Lau rence	Ad e laide

Copy, learn, and write from memory :

“Do not look for wrong and evil ;  
 You will find them if you do :  
 As you measure for your neighbor  
 He will measure back to you.

“Look for goodness, look for gladness,  
 You will find them all the while ;  
 If you bring a smiling visage  
 To the glass, you meet a smile.”

## Lesson 7.

*Objects of Interest.*

Tell where each may be found. Which are works of art? Write about one of them.

St. Mark's	Pompeii	Natural Bridge
St. Peter's	Niagara Falls	Mammoth Cave
The Sphinx	The Acropolis	Yosemite Valley
The Louvre	Fingal's Cave	Giant's Causeway
The Coliseum	Thousand Isles	Westminster Abbey
The Pyramids	Windsor Castle	Bunker Hill Monument

Lesson 8.

The apostrophe is sometimes used to indicate the omission of a letter or a number of letters from a word; as, *o'er* for *over*; *don't* for *do not*. Contractions should be used sparingly, but correctly if used at all.

ar'n't	did n't	he's	I'm	't is
can't	e'er	had n't	is n't	't was
't will	he'll	I'll	let's	shā'n't
don't	have n't	it's	may n't	won't
does n't	has n't	I've	mā'am	ne'er

1. Copy each contraction above, and opposite write the word or words for which it stands.

2. Use these contractions correctly in sentences.

NOTE. — Observe that *aunt* rhymes with "can't" and "sha'n't," *balm* with "ma'am," *where* with "e'er" and "ne'er," and *don't* with "won't."

Lesson 9.

du el	bul let	pi rate	ras cal ly
taf fy	min ute	friz zle	ab sen tee
bri er	mis rule	snap pish	hu mil i ty
mind ful	vult ure	trag ic al	du pli cate
ro sette	pi ra cy	su pe ri or	tur bu lent
u ni son	vouch er	tyr an ny	ma lig nant
mil let	vis count <sup>1</sup>	re pair ing	trou ba dour
wat tle	sau ci ly	ru di ment	ac cu sa tion
ax i om	vict uals	use less ly	man u script
vi o late	bro cade	ex pres sion	syn on y mous

<sup>1</sup> Pronounced *vī'count*.

## Lesson 10.

*Homonyms.*

Write sentences illustrating the use of the following words:

rude	sore	tale	sheer	can on
rood	soar	tail	shear	can non
ruff	tēar	seem	al tar	au ger
rough	tier	seam	al ter	au gur
vi ol	serf	suite	throne	strait
vi al	surf	sweet	thrown	straight

## Lesson 11.

Neither a borrower nor a lender be;  
 For loan oft loses both itself and friend,  
 And borrowing dulls the edge of husbandry.  
 This above all,—to thine own self be true;  
 And it must follow, as the night the day,  
 Thou canst not then be false to any man.

SHAKESPEARE.

Write in your own words the meaning of the extract above.

cur few	cult ure	cŭr ri er	fric as see'
hy brid	cru sade'	ex te ri or	sec re ta ry
fun nel	buz zard	ex ten sive	ex tin guish
cud-gel	bunt ing	ex trem i ty	ex ter mi nate
bou' doir	bur dock	guard i an	gym na' si um

Lesson 12.

*Dictation.*

Every thought of your intellect, every emotion of your heart, every word of your tongue, every principle you adopt, every act you perform, is a seed, whose good or evil fruit will prove the bliss or bane of your after life.— WISE.

a rise	a ris es	a rose	a ris en	a ris ing
stride	strides	strode	strid den	strid ing
bid	bids	bade	bid den	bid ding
ring	rings	rang	rung	ring ing
smite	smites	smote	smit ten	smit ing

1. Write, as above, all the forms of *lie* (to recline), *lay*, *sit*, and *set*.

2. Use all these forms in sentences.

Lesson 13.

give	gives	gave	giv en	giv ing
tear	tears	tore	torn	tear ing
shake	shakes	shook	shak en	shak ing
for sake	for sakes	for sook	for sak en	for sak ing
for bear	for bears	for bore	for born	for bear ing

1. Write sentences, using *forsake* in all its forms.

2. Write all the forms of *shout*, *shriek*, *hint*, *heave*, *cloud*, *cluck*, and *climb*.

3. Write, as above, all the forms of *love*, *fit*, and *prove*. What difference do you observe in the two sets of words?



## Lesson 14.

*The Brown Thrush.*

"There's a merry brown thrush sitting up in a tree;  
 He's singing to me! he's singing to me!"  
 And what does he say, little girl, little boy?  
 "O, the world's running over with joy!  
 Don't you hear? Don't you see?  
 Hush! Look! In my tree,  
 I'm as happy as happy can be!"

1. Why are the first two lines enclosed by quotation-marks?
2. Why are the last four lines enclosed by quotation-marks?
3. Give reasons for the use of the apostrophes in the stanza.

## Lesson 15.

ros in	foul ly	ros trum	mis cre ant
threat	thirst y	ro se ate	mis er a bly
rheum	ro sa ry	frac ture	rhi noc e ros
fra cas	ro ta ry	fos sil ize	dic tion a ry
thith er	thick en	di ær e sis	tel e phon ic
come ly	pan o ply	Pan the on	com bus tion
tem plar	dif fi cult	pan the ist	mis sion a ry
mam mal	dic ta tor	rheu mat ic	rheu ma tism
man date	tem per ate	pan the ism	co me di an
mam mon	teg u ment	thought ful	man age ment

Lesson 16.

Two or more words used together to express but one idea should be compounded; as, *rainbow, inkstand.*

eye ball	no ble man	bond man
five-cent	black-eyed	waist coat
brake man	to-mor row	fer ry-boat
horse man	watch man	book store
green house	book-sel ler	cop per smith

NOTE.—Many compound words that are in frequent use drop the hyphen.

1. What is meant by a *black bird*? a *blackbird*? a *live oak*? a *live-oak*? a *glass house*? a *glass-house*?

Lesson 17.

eye sight	home sick	mill-dam
milk maid	noon tide	lap stone
tongue-tied	mile-stone	light-house
wa ter-proof	lime stone	time piece
i' ron-work	i ron-clad	pocket-book
mock ing-bird	stone-cut ter	stone's-throw

Write about lime, explaining the process of manufacturing it from limestone, and giving some of its most important uses.

Dictation.

There is one topic peremptorily forbidden to all well-bred, to all rational mortals, namely, their distempers. If you have not slept, or if you have headache, . . . I beseech you, by all angels, to hold your peace.—EMERSON.

## Lesson 18.

a vert	dull ness	but ter y	burg la ry
cy cle	bur nish	cut ler y	du plic i ty
bux om	bur lesque	cu ti cle	du ti ful ly
cut lass	aw ful ly	dump ling	av o ca tion
cyg net	au top sy	butch er y	av oir du pois

What familiar words are derived from *cycle*?

## Lesson 19.

Write in your own words the following story:

## "THE ORIGIN OF THE OPAL."

1. A dew-drop came, with a spark of flame  
He had caught from the sun's last ray,  
To a violet's breast, where he lay at rest  
Till the hours brought back the day.
2. The rose looked down with a blush and frown:  
But she smiled all at once to view  
Her own bright form, with its coloring warm,  
Reflected back by the dew.
3. Then the stranger took a stolen look  
At the sky, so soft and blue;  
And a leaflet green, with its silver sheen,  
Was seen by the idler too.
4. A cold north-wind, as he thus reclined,  
Of a sudden raged around;  
And a maiden fair, who was walking there,  
Next morning an *opal* found.

Lesson 20.

*Different Forms of Words.*

soon	soon er	soon est	lit tle	less	least
close	clos er	clos est	well	bet ter	best
fast	fast er	fast est	forth	fur ther	fur thest
bold	bold er	bold est	coarse	coars er	coars est
clear	clear er	clear est	dim	dim mer	dim mest
ear ly	ear li er	ear li est	swift	swift er	swift est

1. Write three sentences, in each of which all of the forms of one of the words above are used.

2. Copy the words in the first and fourth columns, and write from memory the forms in the other columns.

Lesson 21.

stitch	lit er al	ri fle	pröb i ty
starch	stu pe fy	pitch er	rel a tive
sulk y	su' i cide	prick ly	re main der
mel low	su i ci' dal	a venge	ab o li tion
pow der	sus pi cion	me di um	pul ver ize
prö claim	mod er ate	spec i men	pro dig ious

The word *sulky* suggests *sulk*; *remained* suggests *remain*. What simple words are suggested by *suicidal*, *suspicion*, *stupefy*, and *abolition*?

*Dictation.*

Good-nature is more agreeable in conversation than wit, and gives a certain air to the countenance which is more amiable than beauty. It shows virtue in the fairest light, takes off in some measure from the deformity of vice, and makes even folly and impertinence supportable. — ADDISON.

## Lesson 22.

*Names of Countries and Provinces.*

Wales	It a ly	Lap land	Bel gi um
France	Po land	Hol land	Ger ma ny
Greece	Sax o ny	Den mark	Bul ga ri a
Al sāce'	Cas tile	Aus tri a	Wur tem berg
Lor raine	Port u gal	Ba va ri a	Switz er land

1. If you were traveling in Italy, what cities would you visit, and what objects of interest should you expect to see?

2. Write an interesting fact about Holland; about the Swiss; about the Laplanders.

## Lesson 23.

*Names of Cities.*

Ghent	Lis bon	Tri este <sup>1</sup>	Mes sī' na
Rome	Ber lin	Co logne	Mar seilles
Berne	Ven ice	O des sa	Stock holm
Hävre	Ath ens	Brus sels	Ed in burgh
Ly ons	Mad rid	Pa ler mo	Man ches ter
Dub lin	Vİ en na	Bo logn a	Co pen ha gen
Shef field	Ge ne va	Bor deaux	Con stan ti no ple

1. Write opposite the name of each city the name of the country in which it is situated.

2. Which city would you prefer to visit, and why?

3. Which of these cities are seaports?

4. Write some interesting facts about Rome.

<sup>1</sup> Pronounced *tre est'*.

Lesson 24.

Form or select sentences containing the following:

cede	rite	lie	clime	hoard
seed	right	lye	climb	horde
loan	surge	mean	fort	maze
lone	serge	mien	forte	maize
cast	lode	crews	ring	chaste
caste	load	cruise	wring	chased
foul	links	nave	groan	sail er
fowl	lynx	knave	grown	sail or

What winning graces! what majestic *mien*!

She moves a goddess and she looks a queen.

POPE.

Ah! who can tell how hard it is to *climb*

The steep where Fame's proud temple shines afar! — BEATTIE.

Lesson 25.

shield	shrewd
loathe	sal ver
sci ence	sex ton
hēif er	gal lop
an noy'	im plore'
se quel	scul pin
ax i om	rough ly
loos en	im press
för age	jäun dice
quib ble	scul lion

Lesson 26.

quī' nine	sau ci ly
sat is fy	o' dor ous
im mure'	res i dence
ör a cle	do cil i ty
lunch eon	suf fi cient
vign ette' <sup>1</sup>	fu ner al
sec u lar	re pair ing
e qua ble	im mör al
loft i ly	there fore
mor' phine	lon gi tude

<sup>1</sup> Pronounced *vín yét'*.

## Lesson 27.

lurch	rank le	lum ba go	en rapt ure
ten' et	ra pi er	par ti san	ra pid i ty
en roll	en shrine	ter mi nate	lu mi na ry
lus trous	tend en cy	ten der ly	ra pac i ty
rap' ine	lu mi nous	ter ma gant	en roll ment

Consult the Dictionary, and mark the vowel sounds in the accented syllables of the words above.

## Lesson 28.

ni tric	out ward	su mac	or tho dox
ni trate	out rage	suf frage	tra di tion
des tine	tran som	trans mit	des ti tute
sun dry	tran sit	trans late	suf fo cate
net ting	suc cumb'	ot to man	noc tur nal

1. Which words in Lesson 28 are accented on the second syllable?

2. Form four words by adding *ing* to *succumb*, *transmit*, *translate*, and *suffocate*.

## Lesson 29.

Write a letter to some friend from the following notes:

You are visiting in . . . , arrived ten days ago by steamer (or cars). Describe your journey, telling what you saw on the route; also mention persons whom you met. Give an account of some work of art in the place where you are visiting, or of some excursion that you have taken with your friends.

**Lesson 30.**

*Dictation.*

Though the mills of God grind slowly,  
 Yet they grind exceeding small;  
 Though with patience he stands waiting,  
 With exactness grinds he all.

LONGFELLOW.

I give it as my deliberate and solemn conviction, that the individual who is habitually tardy in meeting an appointment will never be respected or successful in life. — REV. W. FISK.

home stead	thiev ish	hur rä	as sas sin
bron chī tis	gas e ous	hös tīle	pa tri cian
cöm' bat ive	pel lu cid	dec ade	ag gra vate
cöm' bat ant	ter ra pin	frönt ier	ad o ra tion
con' verse ly	guid ance	fūs i ble	an chor age

**Lesson 31.**

**Lesson 32.**

tī rade	chintz	to geth er	ru di ment
ge ni al	pel let	trav el er	in del i ble
ag o nize	mā tron	ver' sa tīle	pan a ce' a
ag i tate	ped' ant	ve he ment	val u a ble
hēr o īne	pār a site	mi nute ly	ad di tion
dis as ter	gar rote'	scru ti nize	bois ter ous
quan ti ty	num er al	di ar rhe a	ma lig nant
de liv er y	pa vil ion	o blīque ly	res ig na tion
in trench	chiv al ry	dī gres sion	com' pa ra ble
mem o ry	crit i cise	dī lap i date	pred e ces sor
tol er ate	nu mer ate	in cau tious	blas' phe mous
dis o blige	fa ce tious	dis fran chīse	ac cū mu late
al der man	in tru der	phi los o phy	in tox i cate



## Lesson 33.

gnarl	hon ey	a ghaſt'	ſuäv i ty
psalm	hoe ing	trō phy	vī cin' i ty
gauze	chas ing	o' vert	bar' be cue
dwarf	rev er y	dā tive	cal' a boose
swain	mor tiſe	däunt leſſ	ca jōl' er y
sprawl	o' zone	ban nock	rep' er to ry
freight	ſhoe ing	pleu ri ſy	ca lam' i tous

## Lesson 34.

sib' yl	om e let	cal i ber	ac claim'
cyn ic	os ſi fy	dau phin	ban iſ ter
ey ing	lu na cy	dean er y	cal ci um
ep och	fal la cy	ec lec tic	ob' lo quy
co erce	au di ble	ec ſta ſy	ab ſurd i ty
gir dle	sāl a ble	fil a ment	bank rupt cy
eye let	va gā' ry	ten ta tive	de baſe ment
ed i fy	ōn er ous	pan e gyr ic	tax i der miſt

## Lesson 35.

thrall	fil let	bail a ble	ob ſo lete
launch	fil ial	tech ni cal	op tion al
wraith	ju' riſt	ple be' ian	gra tu' i ty
fraught	fīn' er y	in ter cede'	ab di cate
ox ſide	nox ious	ſu per ſede'	eb ul lī tion
triv i al	fi nal ly	mol e cule	or a to' ri o
crouched	jug gles	ref' er a ble	ec cle ſi aſ' tic
di o ceſe	fūl ſome	ad' ver ſa ry	ex trav a gance

**Lesson 36.**

need n't	it 'll	wher e'er	what e'er
'gainst	where 's	who e'er	which e'er

Copy the following sentences, writing in full the shortened words:

"Nothing ever tugs so at one end but there's something tugging at the other."

"You need n't patch up any worries; you can get them anywhere as you go along."

"Clear fidget is the worst thing you can give up to. It's a way you get into, and it'll follow you up."

"I don't know as we're anywhere commanded to be satisfied. We're to be content and patient."

**Lesson 37.**

a fire	out weigh	il leg i ble	hem i sphere
com mit	frē quent	in ter twine	hab it a ble
dis cern	dis be lief	sub ma rine'	hom i cide
up borne	be com ing	mis man age	in at ten tive
grate ful	mis in form	a non y mous	trans' mi grate

NOTE.—*C* before *e*, *i*, or *y* is sounded like *s*; as, *cent*, *cinder*, *cypress*. *C* sounded like *s* is called "*c* soft"; like *k*, "*c* hard."

1. Write several words in which *c* is at the end, or is immediately followed by *a*, *o*, *u*, *c*, *k*, *l*, or *r*.

2. Write in one column, from page 93, all the words containing "*soft c*"; in another column, all containing "*hard c*."

## Lesson 38.

*Dictation.*

"The shivering herd

Lowed on the hoary meadow-ground, and fast

Fell the light flakes upon the earth unstirred;

The forest firs, with glittering snows o'erlaid,

Stood like hoar priests in robes of white arrayed."

a wry	lodg er	ac cess	ar son
a or' ta	liq uor	en core	flag ging
ap pall	leg i bly	fal li ble	gen e sis
a droit	leg i ble	fal si fy	herb age
äl mond	av e nue	fal si ty	hëath er
au dit or	bow-legged	gey ser	in hër ent

## Lesson 39.

## Lesson 40.

cur lew	ag ate	pom mel	in fu sion
as cend	im pair	fin i cal	mul ti tude
lī chen	burg lar	en am el	in no cence
beg gar	çha rade	nau seous	e ma ci ate
ed i fice	al lude	fish er y	en cour age
dis sect	vis it or	põm pous	çham pagne
av a rice	an' ces tor	cred it or	in ces sant
au' ro ra	strag gler	çham ois <sup>1</sup>	as sid u ous
strag gle	dis si pate	flan nel	dis si pa tion
cit a del	cham pi on	ghost ly	change a ble
vis i ble	ad ver tise'	help ful	chan cel lor
rem e dy	em' bas sy	help less	au dac i ty
ret i nue	en coun ter	an guish	am bu lance
en croach	hon or a ble	at ti tude	ap pre ci ate

<sup>1</sup> Pronounced *shām'my*.

**Lesson 41.**

*Dictation.*

"Yes, courage, boy, courage, and press on thy way,  
There is nothing to harm thee, nothing to fear;  
Do all which Truth bids thee, and do it to-day;  
Hold on to thy purpose, do right, persevere."

concern	prudent	dig nified	relishing
precise	watchful	filigree	unfailing
sa'vory	careless	disquiet	dīversity
certain	gorilla	ultimate	conclusive
correct	honesty	dil'atory	distinction

1. What is meant by "a savory dish"? "diversities of gifts"? "Honesty is the best policy"?

2. What other words have nearly the same meaning as *careless*?

3. Write sentences containing *precise*, *relish*, *distinct*.

**Lesson 42.**

ivy	fuchsia	arbutus	jessamine
iris	azalea	hyacinth	geranium
laurel	verbena	begonia	columnbine
coleus	giant	cyclamen	heliotrope
oxalis	primrose	hepatica	nasturtium

1. Which of the flowers named above have you seen growing?

2. Which of them may be called "wild flowers"?

3. Which are vines? Which are shrubs?

## Lesson 43.

A **prefix** is a letter or letters joined to the beginning of a word to modify its meaning.

A **suffix** is a letter or letters joined to the end of a word to modify its meaning.

*Prefixes.***De**, down.**Un**, not.*Derivatives.***De** press, to press down.**Un** kind, not kind.*Common Prefixes.*

Copy the following prefixes, and write from memory their meanings:

**Ex**, out; **mis**, wrong; **re**, again; **con**, **co**, with or together; **ante**, before; **post**, after; **sub**, under; **super**, over; **contra**, **anti**, against or from; **circum**, around; **a**, in or on; **trans**, across; **mal**, badly.

**NOTE.**—The prefix **in** is often changed to **im**, **il**, or **ir**.

## Lesson 44.

<b>ex</b> hale'	<b>mal</b> treat'	<b>an'</b> te room	<b>con</b> tra dict
<b>mis</b> use	<b>de</b> grade	<b>an'</b> ti dote	<b>sub</b> mer sion
<b>a</b> sleep	<b>un</b> known	<b>tran</b> scribe'	<b>cir</b> cum scribe'
<b>re</b> build	<b>mis</b> match	<b>an</b> tip' o des	<b>post</b> me rid' i an
<b>con</b> join	<b>an</b> te date'	<b>co</b> part ner	<b>su</b> per nat' ur al

Select from page 133 six other words illustrating the use of prefixes.

*Suffixes.***Er**, person or thing.**En**, to make.**Able**, can be.*Derivatives.*Believ **er**, one who believes.Black **en**, to make black.Conceiv **able**, can be conceived,

**Lesson 45.**

*Synonyms* are words which have similar meanings; as, *droll, comical; forgive, pardon.*

source	spa cious	skill	shud der
trem ble	smoth er	room y	frank ness
so lic it	sin cër i ty	sketch	be gin ning
ex press ive	dex tër i ty	sti fle	sig nif i cant
de lin e ate	sim plic i ty	en treat	nat u ral ness

1. Copy the words in the first and second columns, and write opposite each word its synonym, which may be found in the third or fourth column.

2. Write five sentences, using correctly the five words in the second column.

3. Write five other sentences, using the synonyms of the same words.

**Lesson 46.**

con sign	loi ter	theft	lin ger
lën i ty	la tent	in trust	las si tude
lan guor	toil some	pro voke	prof it a ble
ir ri tate	lar ce ny	vig or ous	stin gi ness
stren u ous	lu cra tive	mild ness	la bo ri ous
vol un tary	par si mo ny	con cealed	spon ta ne ous

1. Write six sentences, using the six words in the second column.

2. Re-write the sentences, using, if suitable, the synonyms of the same six words.

## Lesson 47.

## Countries.

Pe ru'	Bra zil'	Co lum bi a
Chil i	Ec ua dōr'	Ven e zue' la
A las ka	U ru guay	U ni ted States
Guī ä' na	Pä ra guay	Brit ish A mer i ca
Yu ca tan	Bo liv i a	Cen tral A mer i ca

1. Write the name of one city in each country.
2. Write about Alaska and Canada,—to what nation they belong, what important fisheries near, etc.

## Lesson 48.

Lī ma	Bah ī' a	Mon te rey'
Quī to	Po to si'	St. Lou is
Bo go tä'	Ca rac as	Rī o Ja nēi ro
Ot' ta wa	Mon tre al	Par a mār' i bo
Cay enne'	San ti ä go	Mon te vid' e o

In what country is each of these cities found?

## Dictation.

"There is a land, of every land the pride,  
 Beloved by Heaven o'er all the world beside,  
 Where brighter suns dispense serener light,  
 And milder moons imparadise the night;  
 A land of beauty, virtue, valor, truth,  
 Time-tutored age, and love-exalted youth;  
 Oh, thou shalt find, howe'er thy footsteps roam,  
 That land—thy country, and that spot—thy home."

Lesson 49.

*The Village Preacher.*

"Thus to relieve the wretched was his pride,  
And e'en his failings leaned to virtue's side;  
But, in his duty prompt at every call,  
He watched and wept, he prayed and felt for all;  
And, as a bird each fond endearment tries,  
To tempt its new-fledged offspring to the skies,  
He tried each art, reprov'd each dull delay,  
Allured to brighter worlds, and led the way."

Write in your own words the meaning of the extract above.

Lesson 50.

thrice	hal yard	mere ly	in no va tion
shield	wharf age	me ri' no	de tach ment
făç ile	or gan ize	vel vet y	mag ni tude
der rick	des pot ism	a nem o ne	jeop ard ize
fac tions	in nu en do	me men' to	ac com pa nist

Write sentences beginning with "One of you," "Both of you," "Some of the men," and "Neither of the boys," and followed by *is* or *are*, *was* or *were*.

Lesson 51.

mor tal ly	no bil i ty	mod est y	fer rü gi nous
mov a ble	des' ul to ry	po et i cal	cy clo pe' di a
poign an cy	tau tol o gy	se çes sion	rec on noi' ter
mur der ous	mer ce na ry	sec ond a ry	ram i fi ca tion
mon arch ist	mod er a tor	sed en ta ry	da guërre o type



**Lesson 52.***Homonyms.*

Use the following words in sentences:

bite	isle	claws	cel lar	• ses sion
bight	aisle	clause	sel ler	ces sion
beer	team	cruel	les sen	mus tard
bier	teem	crew el	les son	mus tered
faint	write	root	met al	bur row
feint	wright	route	met tle	bor ough
as sent	mi ner	se ri al	coun sel	mar tial
as cent	mi nor	ce re al	coun cil	mar shal

**Lesson 53.**

jaunt	a mass
purge	ha zel
ag ile	mõn ad
āl ien	al lure
trounce	lus ti ly
tru ant	em u late
de sert'	tooth ache
dain ty	ap plause
u ni ty	turn key
su perb	un e ven
wel fare	wa ter y
al loy	wasp ish
suit or	trust ful

**Lesson 54.**

el lipse	pro noun
e lix ir	man u al
bra vā do	se di tious
u ni form	dis sem ble
dram a tist	di men sion
flag eo let	lux u ri ous
fī nan cial	des' pi ca ble
dis' pu tant	dys en ter y
choc o late	op er a tive
court e ous	op er a tor
treas ur y	pneu mat ics
treas ur er	plē o nāsm
des ig nate	sen iör i ty

Lesson 55.

Observe a change in the use of the following words, indicated by a change in the accent.

sur' vey	ref' use	trans' fer	con' tract
sur vey'	re fuse'	trans fer'	con tract'
pres' ent	con' cert	per' mit	prës' age
pre sent'	con cert'	per mit'	pre sage'
com' pound	prög' ress	in' sult	pröd' uce
com pound'	prō gress'	in sult'	pro duce'

Use the words above in sentences.

Lesson 56.

gōurd	e vict'	log ic al	Oc to ber
troupe	fer tle	fa tal ly	con tral' to
fault y	ef fi gy	oc ta vo	gloom i ly
nei ther	hy e na	fea si ble	ev er green
fes toon'	nerv ous	pass o ver	di am e ter
glā zier	mal a dy	ev i dence	hy dro gen
u ni corn	di a dem	ef fī cient	nine ti eth
e go tism	or na ment	o ri en tal	con ven ient

Mark the accented vowels in the words of the following sentences; thus, *sēc-*, *rēc-*, *-cēed-*:

1. The secretary made a record of the proceedings.
2. The teacher received a present from her pupils.
3. We will accent the noun *refuse* on the first syllable, but the verb *refuse* on the second.

## Lesson 57.

*Dictation.*

"Not what we give, but what we share,  
 For the gift without the giver is bare;  
 Who gives himself with his alms feeds three,—  
 Himself, his hungry neighbor, and me."

*Synonyms.*

out live	sear	rid i cule	with ered
sur mise	mock	sus pect	greet ing
se clu sion	sub due	sur vive	su preme'
in ter rupt	scoûrge	sup press	af flic tion
sal u ta tion	great est	sus pend	sep a ra tion

1. Copy the words in the first and second columns, and opposite each word write its synonym.

## Lesson 58.

grasp	se riēs	seize	sham
eld er	harsh	sēv er	se vere'
shat ter	fraud	sēn ior	shiv er
se cre cy	shrink	se quence	shriv el
sep a rate	sed i ment	set tlings	re tire ment

1. Form nine words by adding *ing* to words in the columns above.

2. Select from the first and second columns a synonym for each word in the third and fourth.

3. Write sentences containing the words *grasp*, *elder*, *shrink*, and *harsh*.

4. Write sentences containing their synonyms.

**Lesson 59.**

př az za	di verge
hõm age	di vulge
cu po la	re doubt
do main	trav' erse
home ly	in crease
ho ri' zon	in hër it
hër o ism	de crep it .
gos ling	gan grene
glis ten	fran chise
sau sage	fem i nine
ro mance'	ex qui site
prël ate	ex ec u tor
gal lows	cū li na ry
dis dain	dom i cile
läun dry	e ner' vate
leis ure	con fi dant
in stead	ex ec u tive
for bāde	fi del i ty
scoun drel	dis cov er y
per ju ry	ex tem po re

**Lesson 60.**

ail ment	al ter nate'
ad journ	al li ga tor
ser vīle	al a bas ter
car bīne	ad mi ra ble
com ment	per pet u al
cõm rāde	sub sīd' ence
con' strue	ri dic u lous
gen u ĩne	pre cēd' ence
ep i taph	pat ri mo ny
a cute ly	par ti ci ple
al co hol	par ti al i ty
pā tri ot	nom i na tive
mu se' um	in au gu rate
des sert'	mer can tīle
al ge bra	in' ter est ing
ab do' men	ir rā tion al
bed stead	ir rev' o ca ble
gen er al ly	per cent age
mas cu līne	re mon strate
chem is try	pen e tra tion

**Lesson 61.**

1. Which words in the columns above are nouns, or names?
2. Which words above illustrate the use of prefixes or suffixes? Explain.
3. Select words from Lesson 60 that are derivatives from simpler English words.

## Lesson 62.

*From a page of "Ivanhoe."*

spoil	beau ty	green wood	fol low ers
glade	sor row	do na tion	en ter prise
am ple	con vent	de part ed	pro ces sion
waved	de rived	at tend ed	al to geth er
re cent	vas sals	branch es	neigh bor ing
syl van	out laws	de pos it ed	ex pec ta tion
bus ied	ren dered	de jec tion	dis tri bu tion
af fray'	de ceased	as sem bled	re mem brance
might y	mourn ful	ex ter nal	rec ol lec tions

## Lesson 63.

*The Song of Rebecca.*

When Israel, of the Lord beloved,  
 Out of the land of bondage came,  
 Her fathers' God before her moved,  
 An awful guide, in smoke and flame.  
 By day, along the astonished lands,  
 The cloudy pillar glided slow;  
 By night, Arabia's crimsoned sands  
 Returned the fiery column's glow.

*From "Ivanhoe."*

1. Give reasons for the use of the capitals in "The Song of Rebecca."
2. Explain the meaning of the third, fourth, fifth, and sixth lines.

Lesson 64.

Use the following words in sentences:

al ly'	e lic it	al lu sion	as sist ants
al ley	il lic it	il lu sion	as sist ance
crit ic	sur plus	ad hēr ents	at tend ants
crī tique	sur plice	ad hēr ence	at tend ance
proph e sy	e rup tion	def' er ence	lin i ment
proph e cy	ir rup tion	dif fer ence	lin e a ment
light ning	in gen ious	pre cēd' ent	sta tion a ry
light en ing	in gen u ous	prēc' e dent	sta tion er y

Lesson 65.

*Dictation.*

The firm *adherence* of the Jews to their religion is no less remarkable than their numbers and dispersion. — ADDISON.

Charles, the Pretender, had many *adherents*.

The great art of a writer shows itself in the choice of pleasing *allusions*. — ADDISON.

Fame, glory, wealth, honor, have in the prospect pleasing *illusions*. — STEELE.

A man would do well to carry a pencil in his pocket, and write down the thoughts of the moment. Those that come unsought are commonly the most valuable, and should be secured because they seldom return. — BACON.

There are incidents in which the authentic history of the discovery of our continent excels the specious wonders of romance, as much as gold excels tinsel, or the sun in the heavens outshines the flickering taper. — EVERETT.

## Lesson 66.

Consult the Dictionary, and use the following words in sentences:

de vise'	tour	fis sure	pa tients
de vice'	tow er	fish er	pa tience
stat ue	pres ence	in cite'	ve rac i ty
stat ure	pres ents	in' sight	vo rac i ty
pil low	pro ceed	dis sent	plaint iff
pil lar	pre cede	de scent	plaint ive
as say'	trea tise	in tents	for mer ly
es say	trea ties	in tense	form al ly

## Lesson 67.

*Dictation.*

The more the marble wastes,  
The more the *statue* grows.

MICHAEL ANGELO.

Each man makes his own *stature*, builds himself.—YOUNG.

Why do fragments from a mountain rent

Tend to the earth with such a swift *descent*? — BLACKMORE.

There are many opinions in which multitudes of men *dissent* from us, who are as good and wise as ourselves.—ADDISON.

Men of age object too much, consult too long, adventure too little, repent too soon, and seldom drive business home to the full period, but content themselves with a mediocrity of success.  
—BACON.

1. Explain the meaning of the words *statue*, *stature*, *descent*, *dissent*.

**Reviews.**

Copy the words in these lessons, separating them into syllables.

**Lesson 68.**

forte	Calcutta	chintz	fuchsia
tenet	shouldn't	pellet	dilapidate
knave	pavilion	rapier	rapacity
gnarl	bronchitis	elixir	ottoman
psalm	fallible	remedy	intercede
freight	jessamine	liquor	audacity
coerce	secession	savory	Connecticut

**Lesson 69.**

Reuben	fricassee	hurra	salable
Philip	lassitude	decade	illegible
Eunice	suspicion	Alsace	medicine
Harriet	parasite	garrote	fallacy
Eleanor	terrapin	lichen	finally
Vienna	beginning	visitor	criticise
Cologne	enrollment	savory	accumulate

**Lesson 70.**

merino	chamois	cygnet	Yosemite
ellipse	farthest	sibyl	supersede
discern	dimmer	gorilla	oratorio
hoeing	druggist	bidding	chancellor
shoeing	filigree	suicide	anonymous
traveler	thievish	cutlass	California
frontier	frontier	currier	gymnasium



## Lesson 71.

Thĩb et	Nu bi a	Syr i a	Ab ys sin' i a
Chi na	Si be ri a	Co rē a	Mo zam bique
Ja pan	Mo roc co	Scu dan'	Pol y ne' si a
Tu nis	A ra bi a	Cash mere'	Mad a gas car
E gypť	Al ge ri a	Bur' mah	Af ghan is tǎn'
Nǎ tǎl'	Zan' zi bar	Trip' o li	Aus tral a' si a
In di a	Trans vaǎl'	Li be' ri a	Be loo chis tǎn'
Per si a	Cau ca' si a	Ma lay si a	Sen e gam' bi a

1. Which of the countries here named are in Asia?
2. Which three countries are nearest the North Pole?
3. Which three are nearest the South Pole?

## Lesson 72.

taint	de test	re al i ty	se cu ri ty
rǎ ti o	fer ret	tal is man	pas sen ger
pas tor	mus cle	sculp ture	tan ta lize
se crete	re al ize	work man	o rig i nate
mum ble	con coct'	par ti tion	mus sul man
graph ĩte	chem ist	ten e ment	ac com mo date

1. How large an animal is the ferret? Write all you know of it.
2. Write sentences, using the words *taint*, *pastor*, *detest*, *originate*, and *sculpture*.
3. Write the plural of each noun in the lesson. What discovery do you make?
4. Add *ing* to ten of the words, and use them in sentences.

Lesson 73.

*From two pages of "David Copperfield."*

re lax	pour ing	re ferred	in tru sion
sole ly	ex act ly	mar riage	rea son a ble
slight	de scend	ar ranged	ev er y thing
plac id	how ev er	laugh ing	im mov a ble
cous in	blood-shot	de cant ers	dis turb ing
se date	a pol o gy	con fi dent	con sid er a ble
spec ter	pre vi ous	mut tered	com pen sa tion
man ner	ex pect ed	in flu ence	thought ful ly
col ored	an swered	dom i noes	mo not o nous
or der ly	af ter ward	ap pear ing	pre par a to ry
good ness	com pa ny	ut ter ance	me chan ic al ly

Lesson 74.

*Dictation.*

Early in the morning I sauntered through the dear old tranquil streets, and again mingled with the shadows of the venerable gateways and churches. The rooks were sailing about the cathedral towers; and the towers themselves, overlooking many a long, unaltered mile of the rich country and its pleasant streams, were cutting the bright morning air, as if there was no such thing as change on earth. Yet the bells, when they sounded, told me sorrowfully of change in everything; told me of their own age and Dora's youth; and of the many, never old, who had lived and loved and died, while the reverberations of the bells had hummed through the rusty armor of the Black Prince hanging up within, and, motes upon the deep of Time, had lost themselves in air, as circles do in water. — *David Copperfield.*

What is the meaning of "unaltered mile"?

## Lesson 75.

oak	lin den	a cā ci a	syc a more
pine	ban yan	cy press	tam a rack
spruce	lo cust	hem lock	sās sa fras
beech	buck eye	ca tal pa	but ter nut
as pen	hick o ry	pal met to	mag no li a
co coa	rose wood	plant ain	ma hog a ny

1. Which of the woods named above can be highly polished?
2. For what purposes are such woods used?
3. Which of the trees named bear nuts that are good to eat?

## Lesson 76.

deign	fes tive	drain age	ob jec tion
lēague	in di go	re sem ble	se rēn i ty
tame ly	dis grace	in tel lect	fīn an cier
lead er	res i dent	hor rid ly	ex plo sion
pub lish	tack ling	pro vis ion	lux u ri ant
frag ile	lunch eon	ob serv ance	ob li ga tion
fi nan cial	nov el ist	in ter lōp er	ex pla na tion

1. Write a sentence using *provision* as a noun.
2. Write another sentence using *provision* as a verb.
3. What words can be derived from *festive*?
4. What words can be derived from *publish*?
5. To what shorter English word is each word in the fourth column related?

Lesson 77.

Write the following letter *in full*:—

GERMANTOWN, PA., June 17, 1887.

DEAR SISTER ALMA,—

It is a long distance from . . . . and yet in a second of time I can think . . . . and seem to see . . . . How I should like to . . . . and tell you all about . . . . Germantown is a very . . . . situated not far . . . . Of course you know all about . . . . the "War of the Revolution," and could tell me much . . . . We are enjoying every minute . . . . A few days ago we all visited Philadelphia, and there saw . . . . Next week we are to go to Gettysburg, some . . . . miles distant.

If you were only here . . . . .

With much love to . . . . .

Yours lovingly,

. . . . .

Lesson 78.

*Difficult Words.*

liege	ar raign	ap pār el	ma nœu ver
siege	an tique	nul li fy	pōs til' ion
căfē	ăr' a ble	poign ant	chev a liēr'
shire	as suage'	col lo quy	aux il' ia ry
căche	os tra cize	ci vil i ty	ap pa ra tus
vis cid	an' o dyne	a cou stics <sup>1</sup>	ca prī cious
as sail	bru nette'	vol un teer	hy poc ri sy
ar dor	ces sa tion	an thra cite	ac cent u ate
nug get	ar mis tice	a pos ta sy	coun te nance
Brit ain	ăr ro gance	brill ian cy	ac qui es cent
căis' son	med i cine	a er o naut	a chieŭe ment
ca price'	co a lesce'	as sim i late	an ni ver' sa ry
but tress	el lip sis	ap pa rī tion	an te di lu vi an

<sup>1</sup> Pronounced a *kow'stiks*.

## Lesson 79.

*Dictation.*

I have never tasted pleasures so true as those I have found in writing, in music, and in the study of books. The days that succeed brilliant entertainments are always melancholy, but those which follow days of study are delicious; we have gained something; we have acquired some new knowledge; and we recall the past day, not only without disgust and without regret, but with consummate satisfaction.—MADAME DE GENLIS.

cur tain •	dif fuse	as cet' ic	rob ber y
mis step	pos sess	cred i ble	āl ien ate
sur feit	in ju ry	dec o rate	sa gac i ty
syr' inge	re quite	clēr ic al	cour' te sy
li cense	de sert er	nau tic al	be sieg ing
stir rup	clear ing	au di bly	il leg i bly
mēm' oir	fluct u ate	pass a bly	rev o lu tion

## Lesson 80.

flash y	la con ic	a cid' i ty	pit i a ble
rav age	re quīt' al	pro lif' ic	ju di cial
in duce	rough en	sen si ble	fal la' cious
height en	em u late	ex change'	mo nop o ly
man sions	de' vi ate	in ter ject'	fa nat' i cism
bou quet	em i grate	scant i ly	co a li' tion
rai ment •	ō' rō tund	mort gage	mon as ter y
pa pa cy	de ser tion	friv o lous	com pel ling
sanc ti fy	fas' ci nate	re tal i ate	om nip o tence
ar te' sian	re quīr ing	cu cum ber	om nis cience

Lesson 81.

*From a page of "The Sketch-Book."*

sun ny	al tered	when ev' er	ac quaint ed
se cure	hoot ing	break fast	ac cus tomed
vil lage	chil dren	pop u lous	rec og nized
grieved	sport ing	o ver hung	dis ap peared
stroked	con stant	sur prised	in va ri a bly
in duced	point ing	prec i pice	per plex i ties
dread ed	fam ished	el e va tion	as ton ish ment
troub led	home ward	ap proached	ac quaint ance

Lesson 82.

*Dictation.*

Oh! there is an enduring tenderness in the love of a mother to her son, that transcends all other affections of the heart. It is neither to be chilled by selfishness, nor daunted by danger, nor weakened by worthlessness, nor stifled by ingratitude. She will sacrifice every comfort to his convenience; she will glory in his fame, and exult in his prosperity;—and, if misfortune overtake him, he will be dearer to her from misfortune; and if disgrace settle upon his name, she will still love and cherish him in spite of his disgrace; and if all the world beside cast him off, she will be all the world to him.—IRVING.

co e val	Goth ic	loi ter ing	in di gent
re mote	world ly	fire lock	an nounced
hud dled	chant ing	wheel ing	med i ta ting
sit u at ed	neg lect ed	name less	sur round ed
re spon ses	fre quent ly	at tract ed	de light ful ly

## Lesson 83.

*Dictation.*

He that has energy enough in his constitution to root out a vice should go a little further, and plant a virtue in its place; otherwise he will have his labor to renew. A strong soil that has produced weeds may be made to produce wheat with far less difficulty than it would cost to make it produce nothing.

ruche	vol ley	roy al ty	scrof u la
quoit	en rage	em ploy é	in te gral
häunt	tick lish	im' pi ous	om i nous
sēine	hei nous	pad dock	răil ler y
o nyx	mat tress	sphe roid	tar tar' ic
stanch	san guine	pal i sade	skep ti cal

## Lesson 84.

## Lesson 85.

strā ta	līve long	e mit ting	ră tion al
pal try	mŷ as ma	tym pa num	me di æ val
prōc ess	prod i gy	sump tu ous	phŷ lol o gy
I tal ic	ly cē' um	pan o ra ma	pa tri ot ic
grā tis	jū gu lar	sum ma ry	te nā cious
pre tense	so lu tion	op por tune	nec tar ine
ruf fian	grăn a ry	al lure ment	săc ra ment
pur port	in quīr' y	a tone ment	mes mer ize
squal id	im' pe tus	pan to mime	long-lived
or' de al	e nor mous	ju ve nŷle	tem per a ture
sol stice	lic o rice	pal an quīn	jew's-harp
scal lop	is o lat ed	par a çhute	ig no ră mus
dif fi dent	di lem ma	su per flu ous	re dun dant
Ple ia des	i dol a ter	my thol o gy	mis cel la ne ous

Lesson 86.

e ject	tax a ble	o ver ture	ob liv i on
a bash	as ton ish	o ver plus	cal cu la tor
spe cies	tan gi ble	al low ance	oc tag o nal
pe o ny	a nal y sis	or' tho e py	cal cu la tion
spe cial	ar bi tra ry	ob scen i ty	in her it ance
pa py' rus	par af fine	val en tine	in hos pit a ble
par al lel	lep ro sy	out ra geous	or thog ra phy

Lesson 87.

tar tan	span iel	pal li ate	hith er to
ar ter y	ar se nal	squan der	an i mate
ten don	ar se nic	pär a dox	junc tion
stu di o	fac to ry	sur name	te mër i ty
stop ple	pag eant	au to crat	pal a ta ble
pi e ty	squad ron	a nat o my	al lure ment
sto ic al	au thor i ty	mi gra tion	at mos phere
pa la tial	ho li ness	op po si tion	ap point ment

Lesson 88.

sol ace	taw dry	as sem bly	his to ri an
pæ' an	tast i ly	tar pau' lin	bar ba ri an
tau tog'	pen u ry	pal pa ble	in ge nu i ty
ad vent	pa lä' ver	trib u ta ry	sus pi cious
pa go da	sol i tude	su per fi cial	a bom i nate
te di um	am pu tate	an tic i pate	sug ges tion
bak er y	ab stract ly	an noy ance	ap pro pri ate

Write about the *papyrus*,—how, when, where, and for what used.



## Lesson 89.

*A Letter.*

Alma writes to her sister who is visiting in Germantown, in answer to the letter of June 17 (p. 151). After speaking of affairs at home, she tells her sister of some of the incidents of the battle of Germantown, why it was fought, with what results, etc. She closes her letter with kind wishes for her sister.

Write Alma's letter in full.

## Lesson 90.

rus set	u til i ty	clem en cy	il lu sive
al ka li	top ic al	ap pâr ent	vī vac i ty
ve ni al	rupt ure	im' be cîle	chrys a lis
clan gor	ty phoid	aq ue duct	san i ta ry
typ i fy	ruth less	ar chi tect	quar an tine
court ier	ty phus	a trō cious	as cen sion
mi li tia	æs thet ic	am e thyst	spě cial ist
vī ti ate	ty phoon	am i ca bly	ver mil ion

## Lesson 91.

sat u rate	u su rer	as so ci ate	ve loç i pede
co til ion	syn op sis	au dā cious	im plā ca ble
me tal lic	sy rin ga	bat tal ion	ab er ra tion
mas sa cre	rus ti cate	scūr ri lous	rec om mend
sat el lite	u surp er	im mi nent	im' ma nent
plen te ous	im plic it	ac qui esce'	a mēl io rate
au to graph	per fect ly	ad ver si ty	buoy an cy
av a lanche	use ful ly	in flec tion	in for ma tion

**Lesson 92.**

*Synonyms.*

com plete	ban quet	la zy	ex hib it
brav er y	com ic al	cour age	laugh a ble
in do lent	show	per fect	in dus try
dil i gence	con duct	cour te sy	be hav ior
po lite ness	in so lent	fes ti val	im per ti nent

1. Select from the third and fourth columns a synonym for each word in the first and second.

2. Write sentences containing the words in the first column.

3. Re-write the sentences, using synonyms of the same words.

4. Which synonyms seem best suited to the sentences?

**Lesson 93.**

*Synonyms.*

No! rest is not quitting this busy career;

Rest is the fitting of self to its sphere.

'T is loving and serving the highest and best,

'T is onward unswervingly,—this is true rest.

GOETHE.

fright ful	dis cov er	in vent	free dom
vex a tion	em i nent	re sign	ex cel lent
mū ti late	lib er ty	not ed	un civ il ized
cel e brate	sur ren der	shock ing	mor ti fi ca tion
su pe ri or	bar bar ous	dis fig ure	com mem o rate

Apply to this lesson the directions given in Lesson 92.

**Lesson 94.***Noted Men.*

Morse	Whit ney	Soc ra tes	Glad stone
Ful ton	Ed i son	Na po le on	Bis marck
Cæ sar	Gal i le' o	Frank lin	Liv ing stone
New ton	Stan ley	Wel ling ton	Jef fer son

*Inventions, Discoveries, Battle-fields, etc.*

Wa ter loo	states man	pho to graph	load stone
steam boat	Aus ter litz	gun pow der	print ing
cot ton-gin	tel e scope	lo co mo tive	phi los o pher
in vent or	ex plor er	pho no graph	grav i ta tion

**Lesson 95.**

1. During what century did each man named above live?
2. Which were living in 1887?
3. What is a phonograph?
4. Write a short account of Eli Whitney.
5. Select from the list the names of great warriors.
6. Which men named in the lesson have been prime ministers of England?
7. What is a philosopher? Give a reason for calling one of these men a philosopher?
8. Name two explorers, and tell what countries they explored.
9. Locate Waterloo and Austerlitz.
10. Write some interesting fact about Fulton, Newton, Edison, and Franklin.

## Lesson 96.

*From a page of "Romola."*

a loof	con scious	ob vi ou s	per sist ent
vis ion	phan toms	cel' i ba cy	dis joint ed
en er gy	sti fling	un shak en	phan ta sies
gov ern	mem o ries	pro phet ic	re mem bered
mea ger	vi o lence	be liev ing	co in ci dence
wast ed	be lieved	fore bod ing	in struc tions
des ti ny	de lu sive	con vic tion	su per sti tion
a lar med	re nounced	o be di ence	un der stand ing

## Lesson 97.

*Dictation.*

"Yet there is a pause—even as in the days when Jerusalem was destroyed there was a pause, that the children of God might flee from it. There is a stillness before the storm: lo! there is blackness above, but not a leaf quakes; the winds are stayed, that the voice of God's warning may be heard. Hear it now, O Florence, chosen city in the chosen land! Repent and forsake evil; do justice; love mercy; put away all uncleanness from among you, that the spirit of truth and holiness may fill your souls and breathe through all your streets and habitations, and then the pestilence shall not enter, and the sword shall pass over you and leave you unhurt."

mi ter	con science	in dul gence	es pe cial ly
buf foon	dis solv ing	be fore hand	ör a tör ic al
zig zag	rum mage	en cir cling	mat ri mo ny
pu ri fy	sen ti ment	spec ta tors	in ter rupt ed
lä' i ty	at tract ive	mon o lögue	de ter min ing
rat tling	re luc tance	rum ma ging	ir reg u lar i ty

**Lesson 98.***Noted Names of Fiction.*

Top sy	Becky Sharp	Lilliput	Ichabod Crane
Squeers	Sam Weller	Priscilla	Childe Harold
Barkis	Lalla Rookh	Shylock	Jeanie Deans
Rowena	Desdemona	Jane Eyre	Meg Merrilies
Aladdin	Sancho Panza	Hiawatha	Leatherstocking

1. What works of fiction are suggested by the names above?

2. Write the names of the authors, as far as you can learn them.

3. What other works by the same authors can you name?

**Lesson 99.**

Write what you have learned concerning the following:

Erin	Cinderella	Man Friday
Cathay	Great Heart	Old Ironsides
Crispin	John Bull	Bro. Jonathan
Gotham	John Gilpin	Pillars of Hercules

**Lesson 100.**

Write from the following notes an imaginary account of a journey to some large city in your vicinity:

Incidents on the way; persons whom you met; a slight accident; friends whom you visited; objects of interest in the city—the return home.

Lesson 101.

Letters, figures, and other characters are made plural by adding 's; as, Cross your t's and dot your f's.

Fill the blanks below with letters or figures requiring the apostrophe and s.

1. There are two . . . . in the word *letter*.
2. How many . . . . are there in *pulley*?
3. Two . . . . may be so written as to represent eleven.
4. Did you put two . . . . in *Aaron*?
5. Two . . . . and three . . . . may be so written as to represent twenty-three.

*Dictation.*

If a man empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest. — BEN FRANKLIN.

The dangers of knowledge are not to be compared with the dangers of ignorance. Man is more likely to miss his way in darkness than in twilight, in twilight than in full sun. — WHEATLEY.

Lesson 102.

quälm	par a dise	meas ure	qui es' cent
par cel	qua drille'	vac u um	so ci a ble
ran cor	par tridge	ir ri tant	del i ca cy
vi cious	jeal ous y	u ten sil	ra pā cious
rär e fy	anx i e ty	sac ri lege	rapt u rous
pär o dy	mys te ry	sal u ta ry	sa.gā cious
gran ite	symp tom	sac ri fice	quaint ness
ra di ant	ru mi nate	ni tro gen	quad ru ped
sanc tion	sym me try	stu di ous	meas ure ment

**Lesson 103.***Dictation.*

Know, Nature's children all divide her care;  
 The fur that warms a monarch warmed a bear.  
 While man exclaims, "See all things for my use!"  
 "See man for mine!" replies a pampered goose;  
 And just as short of reason he must fall  
 Who thinks all made for one, not one for all.

POPE.

Write in your own words the meaning of the lines above.

Names ending in *y*, preceded by a vowel, add *s* for the plural; as, *money, moneys, attorney, attorneys*.

Make a list of ten other words whose plurals are formed in the same way.

**Lesson 104.**

Names ending in *y*, preceded by a consonant, change the *y* to *i* and add *es* for the plural. See Note, page 61.

fō gy	pol i cy	cav i ty	com e dy
dai ry	lux u ry	col o ny	bal co ny
doi ly	so ci e ty	vic to ry	ar mo ry
el e gy	cent u ry	trag e dy	lit ur gy
mel o dy	fac ul ty	mī nor i ty	lib er ty
lot ter y	dep u ty	mon arch y	va can cy

1. Write the plurals of the words above.
2. Make a list of ten other words whose plurals are formed in the same way.
3. Write ten sentences, using the plurals of the ten words in your list.

**Lesson 105.**

**Words ending in a single consonant preceded by a single vowel, and accented on the first syllable, do not double the final consonant before a termination.**

dif fer	dif fered	dif fer ing	dif fer ence
suf fer	suf fered	suf fer ing	suf fer ance
hon or	hon ored	hon or ing	wan dered
car pet	car pet ed	car pet ing	wan der er
shel ter	shel tered	shel ter ing	wan der ing

1. Make a list of ten other words whose derivatives are formed by the same rule, and write the derivatives.
2. Use ten of the derivatives in sentences.

**Lesson 106.**

**Monosyllables and words accented on the last syllable, ending in a single consonant following a single vowel, double the final consonant on taking an additional syllable beginning with a vowel.**

**NOTE.**— If, however, the accent is thrown back in the derivative, the consonant is, commonly, not doubled; as, *infer'*, *in'ference*; *refer'*, *reference*.

oc cur'	oc curred'	oc cur' ring	oc cūr' rence
ab hor'	ab horred	ab hor ring	ab hōr' rence
re cur'	re curred	re cur ring	re cūr' rence
ex cel'	ex celled'	ex cel' ling	ex' cel lence <sup>1</sup>
pro pel'	pro pelled	pro pel ling	pro pel ler
de mur'	de murred	de mur ring	de mur rer
con cur'	con curred	con cur ring	con cūr' rence

<sup>1</sup> Exception to note.



## Lesson 107.

Primitive words ending in *c* and *cs* commonly take *cian*; as, *music, musician*.

log ic	lo gi cian	me chan ic	mech a ni cian
mag ic	ma gi cian	ge o met ric	ge om e tri cian
op tic	op ti cian	ac a dem ic	ac a de mi' cian
phys ic	phy si cian	math e mat ics	math e ma ti cian
rhet o ric	rhet o ri' cian	met a phys ics	met a phys i cian

1. Make a list of ten other words whose derivatives are formed in the same way.

2. Use the derivatives in sentences.

NOTE. — There are but two words ending in the syllable *cian*; viz., *coercion* and *suspicion*.

## Lesson 108.

or dain	ag i ta tion	pha e ton	con' sum mate
en tail'	con ta gious	os' cil late	ex e cra' tion
sage ly	ex' ca vate	sen si tive	con sump tion
ab solve	lieu ten' ant	li' bel ous	con tin u al ly
ox al' ic	ol' i garch y	ex cre' tion	ob serv' a to ry
pli a ble	con tem plate	hos pi tal	ob' li ga to ry
dan druff	pro pri e ty	o bēi sance	mag nan i mous

*Dictation.*

Small service is true service while it lasts;  
 Of friends, however humble, scorn not one;  
 The daisy, by the shadow that it casts,  
 Protects the lingering dewdrops from the sun.

WORDSWORTH.

**Lesson 109.**

**NOTE.**—The terminations **tion**, **sion**, **cian**, **cion** are pronounced nearly alike, and often cause doubt as to the proper spelling of words. By associating the doubtful words with those that present no difficulty we are often aided in deciding upon the correct spelling. Thus, when words having one of the terminations above are derived from primitive words ending in **te** and **et**, the termination of the derivative is **tion**; as, **create**, **creation**; **direct**, **direction**.

pro <b>tec</b>	pro <b>tec tion</b>	nar <b>rate</b>	nar <b>ra tion</b>
e <b>rect</b>	e <b>rec tion</b>	sub <b>tract</b>	sub <b>trac tion</b>
vi' <b>brate</b>	vi <b>bra' tion</b>	med <b>i tate</b>	med <b>i ta tion</b>
re <b>tract</b>	re <b>trac tion</b>	pros <b>e cute</b>	pros <b>e cu tion</b>
lit <b>i gate</b>	lit <b>i ga tion</b>	grad <b>u ate</b>	grad <b>u a tion</b>

Select six other words from your dictionary that will illustrate this rule.

**Lesson 110.**

Primitive words ending in **de**, **it**, **ss**, **er**, **ur**, **se**, take **sion**; as, **intrude**, **intrusion**.

re <b>mit</b>	re <b>mis sion</b>	a <b>verse</b>	a <b>ver sion</b>
in <b>vade</b>	in <b>va sion</b>	re <b>vise</b>	re <b>vĩ sion</b>
dis <b>miss</b>	dis <b>mis sion</b>	de <b>ride</b>	de <b>ri sion</b>
in <b>cur</b>	in <b>cur sion</b>	con <b>fuse</b>	con <b>fu sion</b>
per <b>suade</b>	per <b>sua sion</b>	com <b>press</b>	com <b>pres sion</b>

Select six words from your dictionary that will illustrate this rule.

**NOTE.**—The terminal syllable **sion** has the pronunciation **shun**, only when immediately preceded by an accented vowel; as, **evasion**, **collision**. But we must say **version** (**shun**), **excursion** (**shun**).

## Lesson III.

*Noted Authors.*

Pope	Cow per	Bry ant	Coop er
Gray	Rus kin	Thor' eau	Ir ving
Lamb	Dar win	Spen ser	Gold smith
De Foe	Dick ens	John son	In ge low
Mil ton	Holmes	Ma cau lay	Al cott
Ban croft	Whit ti er	Thack er ay	Ten ny son
Car lyle	Cole ridge	Haw thorne	Long fel low

## Lesson II2.

*Literary Productions.*

## Elegy Written in a Country Churchyard

Essays of Elia	Paradise Lost	Origin of Species
Rasselas	Little Women	The Marble Faun
The Task	Essay on Man	Vicar of Wakefield
Vanity Fair	Faerie Queene	The Sketch-Book
Evangeline	Modern Painters	The Ancient Mariner
High Tide on the Coast of Lincolnshire		

## Lesson II3.

1. Which of the *authors* named above are English? Which are American?
2. Write the title of one of the literary productions of each author.
3. Which *literary productions* that you have named are poems? Which are prose?
4. Which of the authors mentioned are still living?
5. Which have died within the present century?
6. What is a *pseudonym*? Give three examples.

# PUNCTUATION.

Punctuation-marks help to bring out the meaning of an author. They seldom indicate inflections, but are based chiefly on grammatical construction.

## The Period.

A period should be placed after a complete statement, also after initials and abbreviations; as,

Hon. Stephen A. Douglas, of Illinois, was a noted statesman.

## The Interrogation-Point.

An interrogation-point should be placed after a complete question; as,

“Will he go?” said he, “or will he stay?”

NOTE.—The interrogation-point will not always come at the end of the sentence; as, “Why do you find fault?” he asked.

## The Exclamation-Point.

The exclamation-point should be placed after *exclamations*, whether they are *words*, *phrases*, or *sentences*; as,

“O mischief! thou art swift

To enter in the thoughts of desperate men!”

## Lesson 114.

### *Dictation.*

What, silent still? and silent all?

Ah, no! the voices of the dead

Sound like a distant torrent's fall,

And answer, “Let one living head,

But one, arise,—we come, we come!”

’Tis but the living who are dumb.—BYRON.

**Comma.**

1. When a sentence is inverted, the inversion may be marked by a comma; as,

At midnight, in his guarded tent,  
The Turk was dreaming of the hour  
When Greece, her knee in suppliance bent,  
Should tremble at his power.

2. Words and phrases forming a series are separated by commas; as,

"Happy is the man who honors, obeys, loves, and serves his Creator."

3. Nouns in apposition are separated by commas; as,

"Cicero, the greatest Roman orator, was distinguished for his patriotism."

**Semicolon.**

1. The parts of a compound sentence are sometimes separated by a semicolon, especially if either member is subdivided by a comma; as,

I will be master of what is mine own;  
She is my goods, my chattels; she is my house,  
My household stuff.

2. *As* and *namely* before examples are preceded by a semicolon and followed by a comma.

**Colon.**

The colon is sometimes used to separate the parts of a sentence when one of the parts is subdivided by a semicolon; as,

The book was divided into three parts: in the first, the writer discussed elementary principles; in the second, their application to his subject.

**Marks of Parenthesis.**

Marks of parenthesis denote that the words enclosed may be omitted without materially injuring the construction or the sense; as,

“I would not enter on my list of friends,  
(Though graced with polished manners and fine sense,  
Yet wanting sensibility) the man  
Who needlessly sets foot upon a worm.”

**Dash.**

1. The *dash* shows that a sentence is incomplete, or it may show an abrupt change in the form of a sentence; as,

“The pulse fluttered—stopped—went on—throbbed—stopped again—moved—stopped.”

2. The dash is also sometimes used in place of the parenthesis; as,

“Those who loved her most heartily—and indeed, no one was loved more heartily—admitted that she had no serious fault.

**Lesson 115.**

*Dictation.*

You hear that boy laughing?—You think he's all fun;  
But the angels laugh, too, at the good he has done;  
The children laugh loud as they troop to his call,  
And the poor man that knows him laughs loudest of all.

Yes, we're boys,—always playing with tongue or with pen,—  
And I sometimes have asked,—Shall we ever be men?  
Shall we always be youthful, and laughing, and gay,  
Till the last dear companion drops smiling away?

HOLMES.

## Lesson 116.

*Dictation.*

"Though every one who possesses merit is not necessarily a great man, yet every great man must possess it in a very superior degree, whether he be a poet, a philosopher, a statesman, a general; for every great man exhibits the talent of organization or construction, whether it be in a poem, a philosophical system, a policy, or a strategy. And without method there is no organization nor construction."

Give reasons for the use of commas, semicolons, and periods above, as far as the preceding rules will apply.

## Lesson 117.

guā no	al pac a
fun gus	di dac tic
cum ber	des per a do
fric tion	cem e ter y
lyr ic	dī vis i ble
duc at	rus tic i ty
gus set	ma chīn ist
hus sar'	ac com plice
ac crue	pre vail ing
fe al ty	de līr i um
a ro ma	res er voir
re dress	de fī cien cy
def' i cit	cat er pil lar
chlo rīde	chin chil' la
in dulge	in fāl li ble

## Lesson 118.

ab struse	coch i neal
host ler	wea ri some
hun dred	ac cli' mate
re cruit	pug nā cious
zō ol o gy	neu ral gi a
vol a tīle	crys tal lize
trib une	ap pa ra tus
tran quil	in dict a ble
vet er an	chan de lier'
cos met' ic	er y sip' e las
bron chi al	ty ran' nic al
griev ance	in sep a ra ble
flex i ble	pneu mo ni a
ī tin' er ant	in tel li gi ble
pār' ox ysm	ir rēp' a ra ble

**Lesson 119.**

*Dictation.*

In parts superior what advantage lies?  
 Tell (for you can) what is it to be wise?  
 'Tis but to know how little can be known;  
 To see all others' faults, and feel our own:  
 Condemned in business or in art to drudge,  
 Without a second, or without a judge;  
 Truths would you teach, or save a sinking land?  
 All fear, none aid you, and few understand.  
 Painful pre-eminence! yourself to view  
 Above life's weakness, and its comforts too.—POPE.

Give reasons, so far as the rules given apply, for the use of punctuation-marks in the extract above.

**Lesson 120.**

dredge	ea ger ly
taf fy	Je ho vah
tan sy	ob e lisk
oak en	tac it ly
jal ap	tab u lar
oak um	scim i ter
eag let	e clip tic
sa loon	o bës i ty
ob late'	jaun ti ly
jas per	ob ject or
jaun ty	proph e sy
in trigue	pos ses sion
hor ri fy	par ri cide
dal li ance	hos til i ty

**Lesson 121.**

drought	ob' du rate
hom i ny	Jap a nese'
jar gon	tac' i turn
eat a ble	tab u late
jag ged	ear nest ly
jag u ar'	ea ger ness
tab leau'	sand wich
tac tics	ob jec tive
tad pole	talk a tive
ear-ring	ob liq' ui ty
oars man	ter res tri al
lit i gate	ges tic u late
met a phor	pu tre fac tion
vol u ble	phos' phor us



## Reviews.

Copy the words in these lessons, separating them into syllables, and marking the accented vowels.

## Lesson 122.

jalap	parricide	qualm	rhetorician
jaunty	taciturn	alkali	lieutenant
tacitly	satellite	scallop	merriment
deficit	æsthetic	effigy	rapacious
phaeton	cotillion	usurer	phantasies
rarefy	barbarous	Cæsar	analysis
meager	accident	Carlyle	fascinate

## Lesson 123.

pæan	Austerlitz	Thoreau	machinist
lottery	admittance	Rasselas	flageolet
morocco	paraffine	courtier	objector
typhoid	scurrilous	syringa	scimiter
militia	symmetry	aversion	architect
metallic	obeisance	Galileo	precipice
licorice	sycamore	reservoir	tarpaulin

## Lesson 124.

tableau	difference	typhoon	celibacy
squalid	laughable	rummage	auxiliary
utility	dalliance	palliate	inseparable
quadrille	sassafras	vermilion	continually
derision	usefully	amethyst	mechanician
libelous	massacre	battalion	caterpillar
Whittier	propeller	intellect	inheritance

Copy the following abbreviations, and write from memory the words or phrases for which they stand:—

Lesson 125.

A. B. . . .	Bachelor of Arts.
Abp. . . .	Archbishop.
acct. . . .	account.
Adm. . . .	Administrator.
Admx. . . .	Administratrix.
ad lib. . . .	at pleasure.
adj. . . .	adjective.
adv. . . .	adverb.
agt. . . .	agent.
amt. . . .	amount.
anon. . . .	anonymous.
st. . . .	aged.
atty. . . .	attorney.
av. . . .	avenue.
bal. . . .	balance.
bbl. . . .	barrel.
B. C. . . .	Before Christ.
Bot. . . .	Botany.
Bro. . . .	brother.
Bros. . . .	brothers.
Cath. . . .	Catholic.
Capt. . . .	Captain.
Col. . . .	Colonel.
cts. . . .	cents.
cwt. . . .	hundred weight.
Dea. . . .	Deacon.
D. D. . . .	Doctor of Divinity.
do. (ditto) . . .	the same.
doz. . . .	dozen.
D. V. . . .	God willing.
e. g. . . .	for example.
Eng. . . .	England.
et al. . . .	and others.
etc. . . .	and others, and so forth.
ex. . . .	example.
Fahr. . . .	Fahrenheit.

Lesson 126.

ft. . . .	foot.
gal. . . .	gallon.
hhd. . . .	hogshead.
id. . . .	the same.
i. e. . . .	that is.
incog. . . .	unknown.
jr. . . .	junior.
lieut. . . .	lieutenant.
L. I. . . .	Long Island.
LL. D. . . .	Doctor of Laws.
M. . . .	meridian, or noon.
M. C. . . .	Member of Congress.
min. . . .	minute.
Mlle. . . .	Mademoiselle.
M. P. . . .	Member of Parlia- ment.
MS. . . .	Manuscript.
MSS. . . .	Manuscripts.
Mme. . . .	Madame.
mt. . . .	mountain.
N. B. . . .	note well, take notice.
N. O. . . .	New Orleans.
p. . . .	page.
pp. . . .	pages.
Ph. D. . . .	Doctor of Philosophy.
pop. . . .	population.
Pres. . . .	President.
pro tem. . . .	for the time.
pwt. . . .	pennyweight.
Sec. . . .	Secretary.
sen. . . .	senior.
tr. . . .	transpose.
sq. ft. . . .	square feet.
Treas. . . .	Treasurer.
U. S. M. . . .	United States Mail.
vs. (versus). . . .	against.

# Latin Words and Phrases occurring in Books and Conversation.

## FOR REFERENCE ONLY.

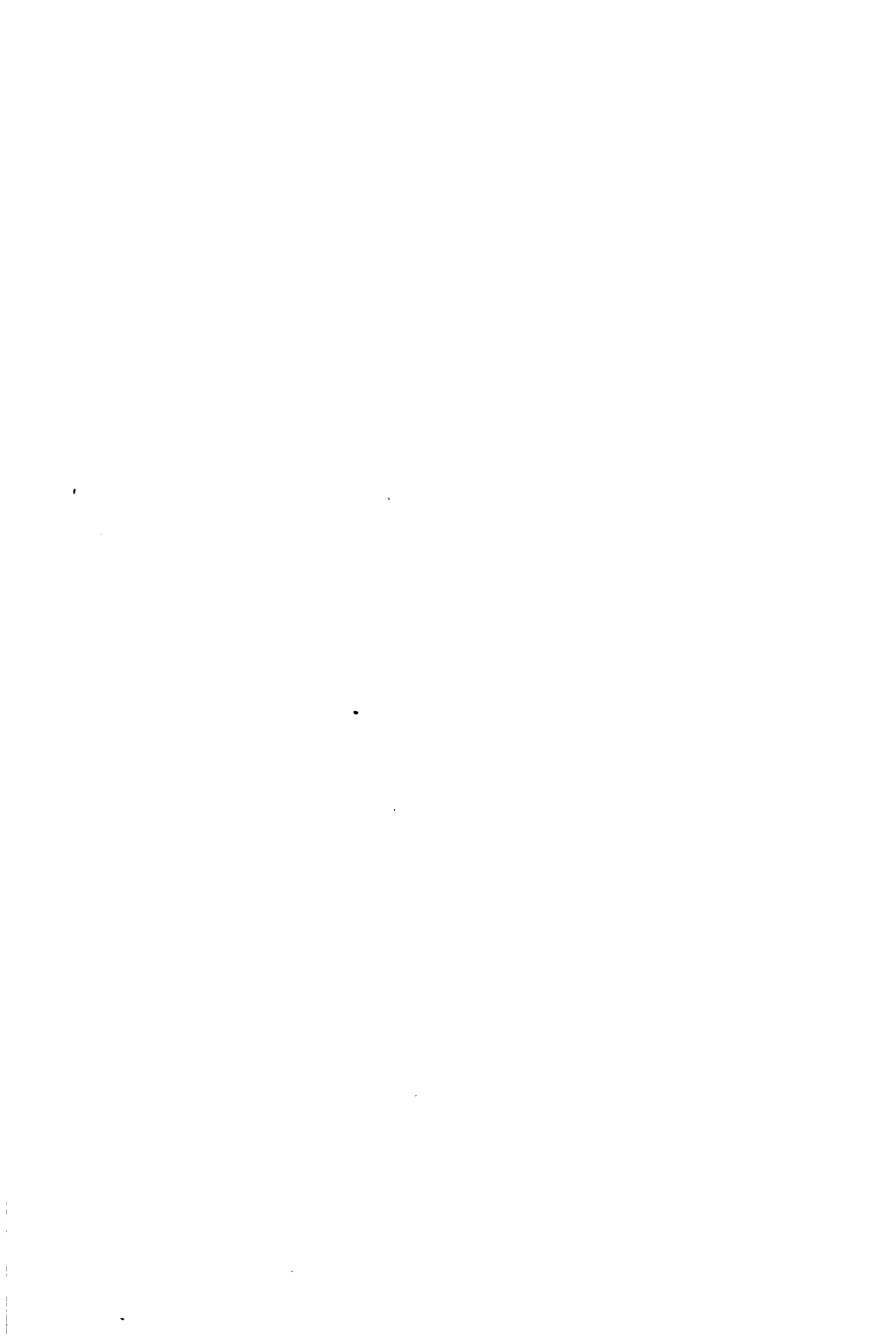
<b>A fortiori</b> , with stronger reason.	<b>Ex post facto</b> , after the deed.
<b>A posteriori</b> , from effect to cause.	<b>Facile princeps</b> , evidently pre-eminent.
<b>A priori</b> , from cause to effect.	<b>Festina lente</b> , hasten slowly.
<b>Ab initio</b> , from the beginning.	<b>Fiat justitia, ruat cælum</b> , let justice be done, though the heavens fall.
<b>Ad infinitum</b> , to infinity.	<b>Fidus Achates</b> , a true friend.
<b>Ad interim</b> , in the mean while.	<b>Fortiter in re</b> , firm in action.
<b>Ad libitum</b> , at pleasure.	<b>Gloria in excelsis</b> , glory to God in the highest.
<b>Ad nauseam</b> , to disgust.	<b>Humanum est errare</b> , to err is human.
<b>Ad valorem</b> , according to value.	<b>In hoc signo vinces</b> , in this sign thou shalt conquer.
<b>Alma mater</b> , a cherishing mother.	<b>In loco parentis</b> , in the place of a parent.
<b>Ante bellum</b> , before the war.	<b>In medias res</b> , into the midst of things.
<b>Ante meridiem</b> , before noon.	<b>In memoriam</b> , in memory.
<b>Aqua vitæ</b> , brandy; spirit; alcohol.	<b>In nubibus</b> , in the clouds.
<b>Argumentum ad hominem</b> , an argument deriving its force from the situation of the person addressed.	<b>In situ</b> , in its original situation.
<b>Bona fide</b> , in good faith.	<b>In statu quo</b> , in the former state.
<b>Casus belli</b> , that which justifies war.	<b>In terrorem</b> , as a warning.
<b>Cui bono?</b> for whose benefit?	<b>In toto</b> , in the whole.
<b>De facto</b> , from the fact.	<b>In transitu</b> , on the passage.
<b>De jure</b> , by right.	<b>Inter nos</b> , between ourselves.
<b>De novo</b> , anew.	<b>Ipse dixit</b> , he himself said it.
<b>De profundis</b> , out of the depths.	<b>Ipsa facto</b> , in the fact itself.
<b>Deo volente</b> , God willing.	<b>Labor omnia vincit</b> , labor conquers everything.
<b>Dirigo</b> , I direct.	<b>Lapsus linguæ</b> , a slip of the tongue.
<b>Disjecta membra</b> , scattered remains.	<b>Laus Deo</b> , praise to God.
<b>Ece homo</b> , behold the man.	<b>Lex talionis</b> , the law of retaliation.
<b>E pluribus unum</b> , one out of many.	
<b>Ex cathedra</b> , with high authority.	
<b>Excelsior</b> , higher.	
<b>Ereunt</b> , they go out.	
<b>Ereunt omnes</b> , all go out.	
<b>Ex officio</b> , by virtue of his office.	
<b>Ex parte</b> , on one side only.	

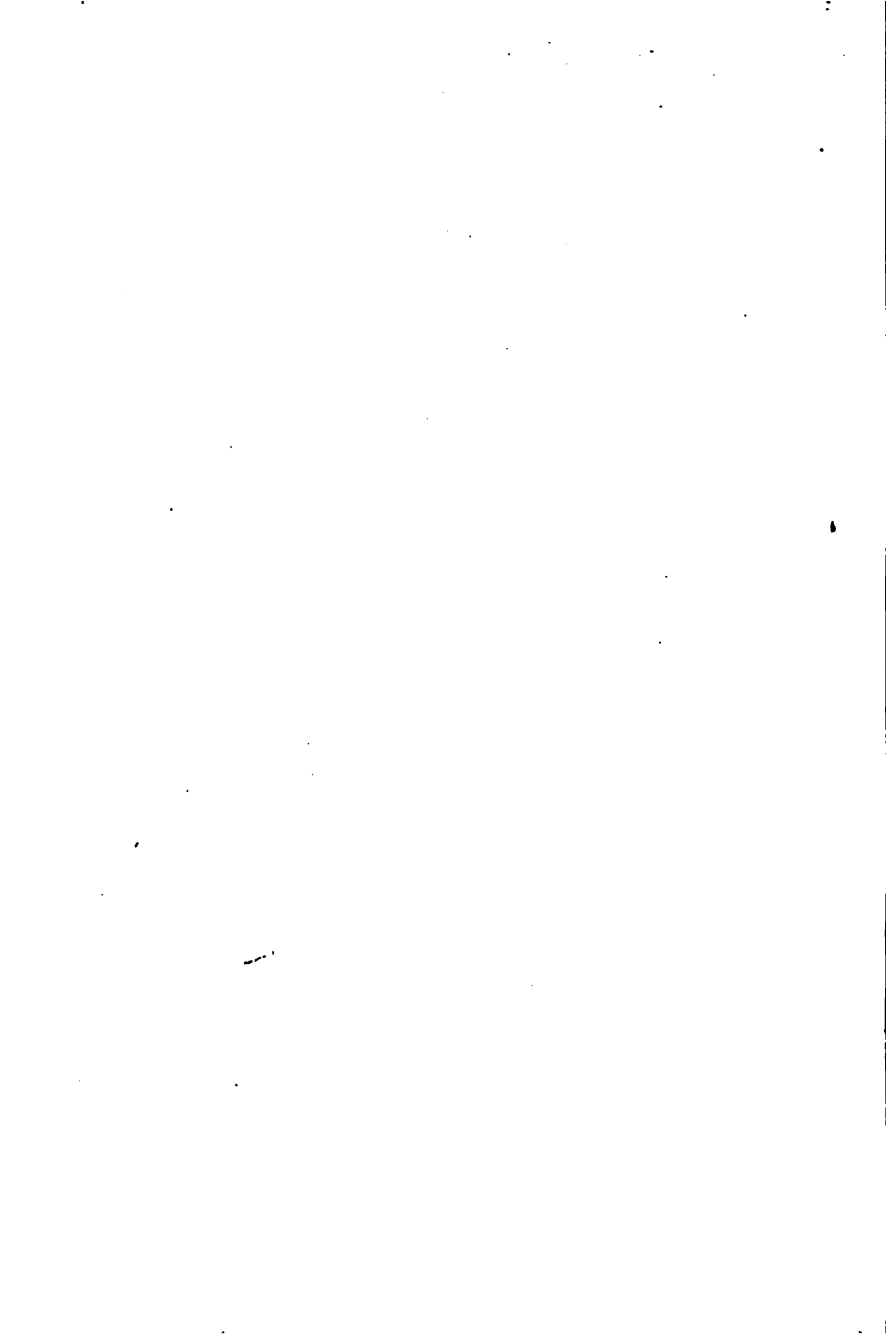
- Locum tenens**, a deputy.
- Lusus naturæ**, a freak of nature.
- Magnum opus**, a great work.
- Memento meri**, remember death.
- Mens sana in corpore sano**, a sound mind in a sound body.
- Meum et tuum**, mine and thine.
- Mirabile dictu**, wonderful to be told.
- Mittimus**, we send; a writ.
- Modus operandi**, manner of operation.
- Multum in parvo**, much in little.
- Ne plus ultra**, nothing further.
- Nolens volens**, willing or not.
- Nolle prosequi**, unwilling to proceed.
- Non compos mentis**, not in sound mind.
- Non est inventus**, he has not been found.
- Non sequitur**, it does not follow.
- Nota bene**, mark well.
- Ora pro nobis**, pray for us.
- Pari passu**, with equal pace.
- Particeps criminis**, an accomplice.
- Paterfamilias**, father of a family.
- Pater noster**, Our Father.
- Per annum**, by the year.
- Per capita**, by the head.
- Per centum**, by the hundred.
- Per diem**, by the day.
- Per se**, by itself.
- Pons asinorum**, bridge of asses.
- Post mortem**, after death.
- Pro bono publico**, for the public good.
- Pro et con**, for and against.
- Pro ratâ**, in proportion.
- Pro tempore**, for the time.
- Quantum sufficit**, a sufficient quantity.
- Quid pro quo**, an equivalent.
- Rara avis**, a rare bird.
- Reductio ad absurdum**, reducing to an absurdity.
- Requiescat in pace**, may he rest in peace.
- Sanctum sanctorum**, holy of holies.
- Semper idem**, always the same.
- Sic semper tyrannis**, ever so to tyrants.
- Sine die**, without day.
- Sine qua non**, an indispensable condition.
- Stet**, let it stand.
- Suaviter in modo**, gentle in manners.
- Sub rosâ**, privately.
- Sui generis**, of its own kind.
- Summum bonum**, the chief good.
- Terra firma**, solid earth.
- Terra incognita**, an unknown country.
- Ultima Thule**, the utmost limit.
- Vade mecum**, constant companion.
- Veni, vidi, vici**, I came, I saw, I conquered.
- Verbatim et literatim**, word for word and letter for letter.
- Via**, by way of.
- Vice versâ**, the terms being exchanged.
- Vi et armis**, by force and arms.
- Vivâ voce**, by the living voice.
- Vox populi, vox Dei**, the voice of the people is the voice of God.

## French Words and Phrases often met with in Books and Conversation.

## FOR REFERENCE ONLY.

<b>Affaire d'amour</b> , a love affair.	<b>Honi soit qui mal y pense</b> , shame on him who evil thinks.
<b>A propos</b> , to the point.	<b>Hors de combat</b> , out of condition to fight.
<b>Beau monde</b> , the fashionable world.	<b>Jeu d'esprit</b> , a witticism.
<b>Bête noir</b> , a bugbear.	<b>Mal à propos</b> , ill-timed.
<b>Billet doux</b> , a love letter.	<b>Mélange</b> , a medley.
<b>Bizarre</b> , odd, fantastic.	<b>Mélee</b> , a riot.
<b>Blasé</b> , surfeited.	<b>Naïve</b> , having unaffected simplicity.
<b>Benhomie</b> , good-natured simplicity.	<b>Naïveté</b> , native simplicity.
<b>Bouillon</b> , soup, broth.	<b>Née</b> , born.
<b>Chargé d'affaires</b> , an inferior representative at a foreign court.	<b>Négligée</b> , undress.
<b>Chef-d'œuvre</b> , a masterpiece.	<b>Noblesse oblige</b> , rank imposes obligation.
<b>Ci-devant</b> , formerly, former.	<b>Nom de plume</b> , an assumed title.
<b>Comme il faut</b> , as it should be.	<b>On dit</b> , they say.
<b>Contretemps</b> , an awkward mishap.	<b>Outré</b> , extravagant.
<b>Couleur de rose</b> , rose-color.	<b>Par excellence</b> , by way of eminence.
<b>Coup d'état</b> , a stroke of policy.	<b>Parole d'honneur</b> , word of honor.
<b>Coup de soleil</b> , a sunstroke.	<b>Parvenu</b> , an upstart.
<b>Cuisine</b> , a kitchen, cookery.	<b>Pas à pas</b> , step by step.
<b>De trop</b> , too much, not wanted.	<b>Passé</b> , worn-out.
<b>Douceur</b> , a bribe.	<b>Patois</b> , dialect of the lower classes.
<b>Eau de vie</b> , brandy.	<b>Penchant</b> , inclination, liking.
<b>Élite</b> , a select body of persons.	<b>Perdu</b> , lost.
<b>Embonpoint</b> , plumpness.	<b>Pot-pourri</b> , a medley.
<b>Émeute</b> , a riot, a mob.	<b>Résumé</b> , a summing up.
<b>Ensemble</b> , the whole.	<b>Séance</b> , a sitting.
<b>Entrée</b> , entry, first course.	<b>Tout ensemble</b> , the whole taken together.
<b>Entre nous</b> , between ourselves.	<b>Valet de chambre</b> , an attendant.
<b>Esprit de corps</b> , the animating spirit of a collective body.	<b>Vis à vis</b> , facing
<b>Fait accompli</b> , a thing already done.	
<b>Faux pas</b> , a false step.	
<b>Garçon</b> , a boy.	
<b>Gens d'armes</b> , armed police.	





Acme Library Card Pocket  
Under Pat. "Ref. Index File"  
Made by Library Bureau  
530 ATLANTIC AVE., BOSTON

---

Keep Your Card in this Pocket



# Spelling Blanks

Written spelling lessons are now almost universal in the best schools. Writing the spelling in blank books leads to neatness and accuracy of work, preserves a record of the progress of the pupil, and shows the words misspelled on which he should receive special drill and repetition.

The following is a list of the best and cheapest Spelling Blanks and Tablets:

## AMERICAN SPELLING BLANKS—VERTICAL WRITING

Vertical Angular Hand . . . . . Per dozen, 48 cents  
Vertical Round Hand . . . . . " 48 cents

Double ruled, oblong pages, numbered lines, for two lessons with 20 words each to the page, with alphabet in vertical script at head of each page and space for corrected words.

## DINSMORE'S WRITING SPELLERS

Model Script Spelling Blank. 36 pages . . . Per dozen, 45 cents

Two columns, double ruled, for two lessons of 20 words, with script letters at head of each page and space for corrected words.

Graded Five-Cent Spelling Blank. 24 pages. Per dozen, 42 cents

Two columns, double ruled, for two lessons of 20 words each to the page, with space for corrected words, etc.

## FRANKLIN WRITING SPELLER

A Five-Cent Speller. 32 pages . . . . . Per dozen, 42 cents

Printed on fine manilla writing paper, ruled for two lessons of 20 words each, with space for rewriting those misspelled. The book also includes rules for spelling and for capitalization, model script alphabet, and directions for use.

## HARPER'S SPELLING AND DICTATION BLANKS

Nos. 1 and 2, each, 24 pages . . . . . Per dozen, 48 cents

No. 1, double ruled, is for spelling only; No. 2, single ruled, is for spelling and dictation exercises.

*Sample copies of the above Spelling Blanks and Tablets will be sent, prepaid, to any address on receipt of the price by the Publishers:*

**American Book Company**

New York

Cincinnati

Chicago